DOCUMENT RESUME

ED 043 779 08 VT 011 942

TITLE	National Conference on Accreditation of Public Postsecondary Occupational Education (June 10-12, 1970). Center Seminar and Conference Report No. 11.
INSTITUTION	North Carolina State Univ., Raleigh. Center for Occupational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-7-0348
PUB DATE	70
GRANT	OEG-2-7-070348-2698
NOTE	84p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.30
DESCRIPTORS	*Academic Standards, *Accreditation (Institutions), *Conference Reports, Educational Problems, Junior Colleges, National Programs, *Postsecondary Education, Private Agencies, Regional Programs, State Programs, *Vocational Education

ABSTRACT

A national conference on accreditation of public postsecondary vocational education programs attended by 109 vocational educators, was held to bridge the gap between the accrediting agencies and vocational educators, provide for understanding of the present state of accreditation, and provide a forum for the identification, discussion, and recommendation of solutions to accreditation problems. Highlights from these presentations are included: (1) "The Continuing Need for Nongovernmental Accreditation" by F.G. Dickey, (2) "The Current State of Accreditation of Postsecondary Occupational Education in the United States" by C.F. Ward, (3) "Specialized Accrediting Agency Activities in Occupational Education" by J.W. Miller, (4) "The Community Junior College Approach to Specialized Program Accreditation" by K.G. Skaggs, (5) "The American Vocational Association and the Development of Standards for Occupational Education" by L.C. Ash, (6) "Accreditation of Postsecondary Occupational Education in Perspective: Issues and Alternatives" by W.K. Selden, (7) "A Holistic Approach to Evaluating Occupational Education with Implications for Accreditation" by J.K. Coster and R.L. Morgan, and (8) panel discussions of activities, regional accrediting associations, and accreditation perspectives at the local, state, regional, and national levels. (SB)

ED043779

NATIONAL CONFERENCE ON ACCREDITATION OF PUBLIC POSTSECONDARY OCCUPATIONAL EDUCATION

CHARLES F. WARD
Conference Chairman

DIVISION OF OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

SPONSORED BY
THE CENTER FOR OCCUPATIONAL EDUCATION

Center Seminar and Conference Report No. 11

CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
1970

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION—BUREAU OF RESEARCH
DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH
PROJECT NO. BR-7-0348, GRANT NO. OEG-2-7-070348-2698

VT011942

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ED043779

NATIONAL CONFERENCE ON ACCREDITATION OF PUBLIC POSTSECONDARY OCCUPATIONAL EDUCATION

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Grant No. OEG-2-7-070348-2698

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Center Seminar and Conference Report No. 11

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh
Raleigh, North Carolina

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PREFACE

If a historian of the future were to write a history of occupational education in the United States during the twentieth century, the chapter devoted to the decade of the 1970's would probably deal primarily with the themes of educational program improvement and program assessment. These two problems are among the most significant facing occupational educators today. The continually increasing participation of the Federal government in the funding of occupational education programs has conditioned a concomitant increase in Federal interest in how the taxpayer's dollar is being spent. A great part of this interest is in the effect that programs of occupational education are producing.

The assessment of the effects of occupational education programs should naturally be of great concern to those presently involved in the accreditation of occupational education programs and institutions. As one of the agencies currently involved in the attempt to promote and maintain the quality of occupational education institutions, the responsibility for assessing program effects would also seem to be theirs. It was partly in the spirit of underscoring this responsibility that the Center for Occupational Education undertook a project, directed by Dr. Charles Ward, designed to inquire into the present state of accreditation of occupational education in the United States. This project, with its results soon to be published by the Center for Occupational Education, provided the impetus for the national conference on accreditation reported in this volume. The intent of the conference was to bring together representatives from all areas concerned with accreditation and assessment of occupational education, and to provide a forum for the discussion of one of our most pressing problems.

The Center would like to extend its appreciation to all those who attended the conference, with a special note of gratitude to those who presented papers or served on panels. Special acknowledgement is due Dr. Charles Ward, conference chairman, for his services in organizing and presiding over the conference. The planning committee for the conference included Lane C. Ash, Bob E. Childers, Otto P. Legg, Jerry W. Miller, John R. Proffitt, Kenneth G. Skaggs, Jack A. Wilson, and Charles H. Rogers, who also provided technical assistance in his capacity as Director of Services and Conferences for the Center. The guidance and assistance of all these men is gratefully acknowledged.

Thanks are also due Dr. Charles Mercer of North Carolina State University for his professional assistance in providing a pre-publication review of the conference report. Finally, the professional assistance of the technical and clerical staff of the Center for Occupational Education in preparing and producing this report is acknowledged.

John K. Coster
Director

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INTRODUCTION

One of the major problems facing occupational educators is the effective assessment of the quality of programs of postsecondary occupational education. As Congress has increased federal appropriations for vocational-technical education, it has also made some concomitant demands. It has asked for demonstration that such education is fulfilling the needs of the students it is intended to serve, meeting the demands of employers for skilled craftsmen and technicians, and is of sufficient quality to provide the graduates with adequate knowledge and skill to successfully enter and advance in the occupation for which he has trained. Congress has used several avenues of approach to determine if these conditions are adequately met, but has relied most heavily on state plans for occupational education, the establishment of advisory committees for each state and one for the nation, and with increasing frequency, the independent extralegal accrediting agencies and associations.

The need for a national conference on accreditation of public postsecondary occupational education was recognized as a result of a national study of accreditation undertaken by the Center for Occupational Education at North Carolina State University. The study examined the administrative structures, clientele and standards and evaluative criteria used by the regional and specialized accrediting agencies to accredit institutions offering programs of postsecondary occupational education. Also included in the study were an analysis of state programs of evaluation or accreditation of postsecondary institutions and an analysis of the role of the federal government in the accreditation of postsecondary occupational education. The study showed that a majority of occupational educators included in the study questioned the relevance and validity of standards and evaluative criteria used by the accrediting associations in the accreditation of occupational education; they also demonstrated a lack of knowledge of what was actually taking place in accreditation and the purposes of accreditation as perceived by the accrediting agencies. In essence, it was found that communications between accrediting association officials and occupational educators were inadequate to resolve the problems of meaningful evaluation and accreditation of postsecondary occupational education.

Hence, a national conference on accreditation of public postsecondary occupational education was seen as a vehicle for (1) bridging the communication gap between the accrediting agencies and occupational educators; (2) providing for increased understanding of the present state of accreditation of occupational education, and (3) providing a forum for the identification, discussion, and recommendation of feasible solutions to the problems of accreditation of public postsecondary occupational education.

The report which follows contains the highlights of the presentations at the conference and indicates the extent to which those who participated voiced concerns and recommended solutions to the problems

discussed. It is hoped that the recommended solutions will be positively considered by those to which directed, for it was the consensus of the conference that these recommended solutions would go far toward solving the problems brought about by the increased emphasis upon accreditation of postsecondary occupational education.

Acknowledgement is made and gratitude expressed to those individuals who served on the planning committee for the conference and to those individuals who made presentations or otherwise participated in the conference program. Whatever success the conference has or may experience in accomplishing its objectives is attributable to the efforts of these individuals.

C.F.W.

CONFERENCE OBJECTIVES

1. Increase participants' understanding of the present state of accreditation of postsecondary occupational education including scope, administrative structure, membership, policymaking, and standards and evaluative criteria used.

2. Increase participants' understanding of the availability and use of various scientific evaluative techniques in the process of accreditation.

3. Identify the urgent problems in the area of accreditation of public postsecondary occupational education.

4. Recommend feasible solutions to the problems of accreditation of public postsecondary occupational education.

OPENING REMARKS

Felix C. Robb, Executive Director
Southern Association of Colleges and Schools
Atlanta, Georgia

To those of you who come from outside the environs of this metropolis, I say "Welcome to Atlanta!" You are across the street and two short blocks away from the headquarters of the Southern Associations of Colleges and Schools. We invite you to visit us.

For all of us who will participate in this National Conference, I hope the next 2½ days will not only be time well spent but will produce the kind of honest probing for facts and the kind of frank sharing of divirgent viewpoints that can move education along toward some better destiny.

The Announced concern of this Conference is public postsecondary occupational education--its status, and its quest for quality through a process we call "accreditation." The major question is, "Where do we go from here?"

Like the tumultous society which it serves, American education at this point is in ferment and travail. It is caught between the driving forces of an expanding population with dramatically rising aspirations, expectations, and demands--on the one hand--and, on the other, a very conservative set of countervailing inadequacies and inertias. One of these is the widespread reluctance of citizens to be taxed further and the consequent "money squeeze." Another inertial force is our resistence in some quarters to changes in the traditional content, character, modes, and structures of education. The territories of education were long ago staked out and vested interests are not prone to accept reformulations.

But new concepts are abroad in the land--and they will not be easily put down. They are universality and equality of educational opportunity, accountability of institutions and agencies, emphasis on individual freedom and fulfillment, and a new dignity and importance for occupations and occupational education.

We are assembled to deal with one of the newest and most significant educational developments of this century: i.e., the emergence of vocational and technical education as a major factor in the total educational enterprise of an industrial nation.

It is going to be necessary for occupational education in this country to be vastly improved in its quality, availability, and image at every level--from the elementary school through the highest graduate program.

It is equally important that occupational education be viewed in a broad context--not as a "thing apart" but as a process that has value for all and particular value for some.

From being a subject of slight interest to educators generally, vocational and technical education have become so important that competition for their control has erupted. I see no virtue or value, however, in perpetuating ancient feuds nor should the students, for whom all education exists, be whip-sawed by unyielding protagonists of one philosophy of education and another, or between those who believe in program accreditation and those who think institution-wide accreditation is the way.

I personally believe that within the framework of voluntary, institution-based, regional accreditation lies a sound approach to our needs IF (and that is a big "IF") -- IF the benefits of program accreditation can be melded into the institution-wide approach (and I believe they can); and IF the regional accrediting associations themselves can work more closely together to present, for the non-profit sector at least, a united approach that can serve the nation; and IF not one or two or three but all six regional agencies will recognize that what we have done in the past is not enough to meet the present challenge.

I can speak with a degree of pride about the Southern Association's approach: the new dimensions of quality assessment and improvement in our community junior college accreditation efforts and in our new Committee on Occupational Education which serves a small group of previously disfranchised institutions--but which can also serve as a focal point of continuous concern for experimentation and innovation, for model-building and resource development.

We are to hear a report by Dr. Charles Ward of the Center for Occupational Education on a study he has conducted, as well as from a number of experienced and distinguished leaders in the field of accreditation. I have not read Dr. Ward's study but he gave some of us a peek at it recently in Chicago at a meeting called by the Education Commission of the States and the Federation of Regional Accrediting Commissions for Higher Education. I have an idea the study will be both challenging and be challenged. Under the aegis of the Center for Occupational Education I presume that Dr. Ward has had a totally free hand to gather what data was available to him and to make whatever interpretations and judgments he felt were warranted. I trust that we will learn from him and that he will gain from the critiques of you who are assembled.

Thus it is in the spirit of seeking suitable paths to worthy goals and in the best tradition of reason and dissent that this Conference is opened.

THE CONTINUING NEED FOR NONGOVERNMENTAL ACCREDITATION

Frank G. Dickey, Executive Director
National Commission on Accrediting
Washington, D. C.

Highlights of Presentation

1. Whereas other countries throughout the world have established ministries of education to govern their institutions and regulate the quality of their schools on a national basis, the United States has approved the assessment of the quality of educational programs and institutions through nongovernmental accreditation. This is in large part attributable to the construction of our Constitution which, by virtue of its omission of education, relegates control to the various states.

2. Because of fifty different state approaches to education, the need has developed for identifying institutions which meet certain minimum standards of quality. This identification of minimum standards serves to enable students to transfer from one institution to another and serves to protect society as a whole.

3. Accrediting associations also serve to protect the freedom and integrity of institutions by acting as a bulwark against unusual or extraordinary pressures exerted by governmental and political bodies, local communities, citizen's groups, church groups, professional organizations, and others. This protection should not, however, be construed as an attempt to stifle normal and legitimate criticisms from any group.

4. The alternatives to nongovernmental accreditation are a federal system of accreditation operated by the federal government or individual state programs of accreditation. The first alternative is of questionable constitutionality, and the second must be predicated upon the false assumption that each state would accept the accreditation decisions of all the other states. Despite its present faults, nongovernmental accreditation still represents the best and most efficient method we have for assessing the quality of education.

5. The new realities of federal governmental participation in the development of the nation's system of postsecondary education demand new and realistic philosophical and psychological positions on the part of accrediting organizations. Time is at hand for a process of "cooperative interaction" between the accrediting associations and the federal government. Implicit in this term is a recognition on the part of accreditation that the federal government is now an indisputably dynamic participant in the process of shaping American higher education.

6. Federal funding of education has become an integral part of our national social policy. While this effort at the present time is

largely programmatic insofar as higher education is concerned, it may reasonably be expected that a federal "general support" funding program for higher education will materialize subsequent to the Vietnamese conflict.

7. The federal government should neither be viewed as an antagonist nor as presenting an inherent threat to the autonomy of higher education, but the history of the federal government's relationships to the various policy-formulating institutions of our society presents a pattern of enhanced federal power wherever these other societal institutions (state governments, etc.) fail to react in a responsible manner to contemporary social pressures. If the policy organs of American higher education fail to master the challenge confronting them, they must inevitably accept the federal government as the dominant formulator of educational policy.

8. Compatible with the valid interests and claims of American higher education, the accrediting associations should function so as to inform, persuade, and enlighten the various agencies of the federal government regarding their perception of the best interests of the higher education community, and of society as a whole; the accrediting bodies should acquaint themselves with the federal policy-making process relative to higher education. Positively, the accrediting organizations should respond to the valid requests for action and leadership made upon them by the federal government. In so doing, the accrediting bodies might serve notice that they accept the federal government as a proper, creative participant in the effort toward elevating the quality of America's system of higher education--and a partner whose interests they will respect.

9. While believing strongly in the concept of nongovernmental accreditation, it must be conceded that, as currently operated, accreditation is not giving emphasis to the essential elements in our educational endeavors. Too frequently, in our attempt to conform to measurable "standards," we have given emphasis to the peripheral aspects of the institution and have missed the essential factors in an educational undertaking. These essential factors are the teacher and the manner in which the learning process is conducted.

10. Rather than counting the number of Ph.D.'s or the number of courses given in a specific field, we should, relying on our knowledge of human behavior and predictability, concern ourselves with searching for signs of great teaching and for proof that the interaction of teacher and student essential to learning is actually taking place. To this end emphasis should be placed upon evidence of creative teaching and the ability of the institution to turn out students who are intellectually curious and possess a world-encompassing social consciousness. Attention to these two essential emphases will call for a change in both standards and procedures.

11. In the final analysis there is no agency or group better able to assist in upgrading the quality of our educational institutions and

protecting the integrity of these colleges and universities than the accrediting associations. These are not agencies operated by one man, or by a small clique, or by one party or one denomination. They are large, broadly based operations depending upon the principles of self-regulation and self-control reflected through cooperatively devised standards arrived at by the consent of all the constituent organizations.

THE CURRENT STATE OF ACCREDITATION OF POSTSECONDARY OCCUPATIONAL EDUCATION IN THE UNITED STATES

Charles F. Ward, Research Associate
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina

Highlights of Presentation

1. Since the extralegal accrediting associations are presently serving a governmental function by determining institutional eligibility for substantial amounts of federal funds, the reliability of the instruments used in the accrediting process and the validity of such instruments in predicting quality in programs of occupational education is a public concern. Other legitimate areas of concern include: the extent to which these regional and specialized accrediting agencies and associations possess the expertise to make judgments concerning occupational education; the extent to which persons possessing expertise in occupational education are represented on decision- and policy-making boards; and the extent to which the public interest is protected by the inclusion on decision- and policy-making boards of individuals who represent the public interest and do not have a vested interest in the actions of the agency or association.

Regional Accrediting Associations

2. Among the regional associations the approaches to accreditation of postsecondary occupational education are numerous, and none seem adequate to the task. Postsecondary institutions offering occupational education but not awarding associate degrees are eligible for accreditation in only the Southern and the New England Associations. Within these two associations associate degree granting technical institutes and two-year colleges offering job oriented occupational education are accredited by the commissions which accredit four-year colleges and universities. Non-degree granting institutions in the New England Association are accredited by an ad hoc committee under the public secondary school commission and in the Southern Association by a recently formed Committee on Occupational Education. These variations exist even though the programs may be identical in scope, level and intent between the degree granting and non-degree granting institutions. In the Middle States Association, the Northwest Association and the North Central Association only degree granting institutions are, at this time, eligible for consideration for accreditation, in each instance by the commission which accredits four-year colleges and universities. (The North Central Association is taking steps to extend eligibility to non-degree granting institutions.) In the Western Association there is a separate Junior College Commission which accredits degree granting two-year institutions only.

3. Membership on the boards of trustees and on the commissions of the regional associations was found to be limited. Persons without a vested interest or representatives of the public interest were not found in the power structure of any of the regional associations. Membership on boards of trustees of the associations and on higher commissions accrediting postsecondary occupational education was found to be overwhelmingly dominated by senior college and university presidents, vice presidents, and deans.

4. In terms of philosophy no major differences were found to exist among the regional associations. Though variously stated, each espouses "voluntary self-government" and an intent to develop and maintain sound educational standards which "ensure" quality education.

5. The standards and evaluative criteria of the six regional associations were found to cover basically the same areas within an institution, but requirements varied extensively. Standards were found to range from a series of questions to which an institution must react, to very brief and general statements considered as "guides," to elaborately detailed specifications or interpretations which include such criteria as the minimum number of hours the library should be kept open, the minimum acceptable proportion of various levels of advanced degrees held by the faculty members, and the minimum annual budget for various types and sizes of institutions. For the most part, however, standards were found to be very general in nature, couched in terms like "the objectives of the institution," and avowedly more "qualitative" than quantitative. All standards and criteria currently used to accredit postsecondary institutions offering occupational education, except those of the Western Association, were designed by academicians within the four-year colleges and universities to apply to these institutions.

6. From all the materials analyzed and from the literature reviewed, no evidence was found to suggest that the regional associations are interested in, or have engaged in, scientific studies to ascertain either the reliability with which standards or evaluative criteria can be applied, or to determine the validity of such standards or evaluative criteria in predicting the output of a quality product.

Specialized Accrediting Associations

7. The study showed that 31 specialized accrediting agencies are at present recognized by the Commissioner of Education as being "reliable authority as to the quality of education" offered in certain professions, occupations, or special purpose institutions. Only nine of these accredit curricula, programs, or institutions considered occupational in nature: (1) the Accrediting Commission for Business Schools; (2) the American Association of Nurse Anesthetists; (3) the American Dental Association; (4) the American Medical Association; (5) the Engineer's Council for Professional Development; (6) the National Association for Nurse Education and Service; (7) the National Association of Trade and Technical Schools; the National Home Study Council; and (9) the National League for Nursing.

8. Administrative structure among the nine agencies or associations was found to vary markedly, particularly when those organizations of a "professional" nature were compared to those of a "proprietary" nature. The accrediting arms of the American Dental Association, the American Medical Association, and the Engineer's Council for Professional Development are not autonomous, but are responsible to either the organization's board of trustees or to the membership which is comprised entirely of persons in the profession. The National Association for Practical Nurse Education and Service and the National League for Nursing are somewhat more representative of other interests in that they have representatives of medicine, hospital administration, and other potential employers of graduates on the accrediting boards. Conversely, the Accrediting Commission for Business Schools, the National Association of Trade and Technical Schools, and the National Home Study Council have accrediting arms which are autonomous of both the total membership and the board of control of the parent organization. These accrediting boards also have a large component, though never a majority, of persons having no vested interests in the decisions of the board and who could be considered representatives of the public interest.

9. No major difference in philosophy among the agencies were noted. Though variously stated, their usual aims are to upgrade the profession or the institution, insure a quality output, and "protect the public interest."

10. Analysis of the standards and evaluative criteria used showed substantial differences among the specialized accrediting agencies. Those agencies which accredit institutions were found to have standards similar to those of the regional associations with those in the proprietary sector placing more stress upon ethical considerations and often having more specific requirements for professional preparation and work experience of faculty. The professional associations were also found to put more stress upon professional standing and experiences of the faculty and to also specify or recommend licensing and/or certification within the speciality taught. Considerably less emphasis was placed upon supporting services and facilities such as libraries, student personnel services, classrooms, and overall administration. Here too, no evidence was found of any scientific effort in the development of standards or evaluative criteria, nor were any studies concerning reliability or validity of instruments noted.

State Efforts in Evaluation and Accreditation

11. Only seven states, Florida, Kansas, Maryland, Missouri, Montana, Oklahoma, and Wisconsin, operate a program of formal institutional accreditation involving either two-year colleges or other postsecondary institutions offering occupational education. An additional nine states indicated the use of a program of institutional evaluation. These states are Colorado, Iowa, Kentucky, New Mexico, North Carolina, Rhode Island, South Carolina, South Dakota, and Texas. Several additional states indicated the use of program approval in postsecondary occupational education

and only 11 states indicated that neither accreditation, institutional evaluation, program approval, nor curriculum approval or evaluation was practiced.

12. To the extent that materials were provided, the standards and evaluative criteria used by each state were synthesized and analyzed. The criteria were not found to be markedly different from those of the regional associations. Some of the states were found to have gone further, however, in the development of evaluative criteria as measures of broad standards than have the regional associations.

13. Nationwide, there are more postsecondary institutions offering occupational education which are not accredited (533) than there are which are accredited (486). Analysis of the data on the basis of regional association areas showed that the problem of nonaccredited institutions was most acute in the areas served by the North Central Association and the Southern Association.

14. The majority of state directors of vocational education and directors of state systems of two-year colleges responding felt that representation by occupational education specialists on regional association staffs and on visitation teams was inadequate. Further, a majority of those responding felt that standards and evaluative criteria used to accredit occupational education are neither adequate nor relevant.

Conclusions

15. It is clear that if two-year colleges, technical institutes, and area vocational schools are to receive equitable representation within the regional associations there must be a realignment of institutional membership of two-year institutions. Such realignment should ensure adequate representation of those with responsibilities and expertise in occupational education. Further, the present procedures in which the interactions of the accrediting process are exclusively between an institution and the regional association, completely bypassing state boards of education and state-level officials having overall responsibility for a system's operation ignore the realities of responsibility and authority of highly centralized state systems. Bylaw modifications are in order to ensure equitable representation of these officials in the power structures of the several associations.

16. To contend, as do the officials within the regional associations, that each institution offering occupational education is evaluated in terms of its stated objectives is to acknowledge a lack of understanding of and appreciation for the role of occupational education. Due partly to strong financial support by federal and state governments and partly to the residual role of occupational education--in that it must strive to serve the needs of a variety of people whose needs are unmet by restricted purpose secondary schools and colleges--any institution offering occupational education has a broad obligation to society. Each institution should be evaluated in terms of its effectiveness in meeting this obligation, regardless of whether the many facets of this responsibility are acknowledged in formally stated institutional objectives.

17. With the measurement knowledge and accuracy available in present statistical and psychometric techniques, those responsible for the effectiveness of occupational education should insist that the assessment of occupational education be placed on a scientific basis and to that end the reliability and validity of presently used subjective and empirical standards and criteria must either be demonstrated or such standards and criteria must be abandoned.

18. The major issue concerning specialized accreditation is congressional action tying eligibility of public institutions for publicly appropriated funds to the requirement of specialized accreditation. Such an act makes such agencies quasi-legal and representatives of the public interest. Yet the study showed that few of these agencies or associations have bylaw provisions which will allow representation of the public interest by persons who have no vested interest in the decisions made or of occupational educators on policy-making boards.

19. The concept of representation of the public interest on the boards of the regional and professional associations is equally cogent in that they have also become vehicles by which public institutions are made eligible or ineligible for publicly appropriated monies. If these associations are unwilling to make needed changes, then they should refute this responsibility to society and make it clear to Congress that they have no interest in serving societal needs.

20. The two major implications of the federal government's role in accreditation and evaluation of occupational education are found in the substantial amounts of funds earmarked for research efforts under various acts and in the activities of the Commissioner of Education, acting under congressional mandate, in the recognition of specialized and regional accrediting associations as arbiters of quality in education and, as such, determiners of recipients of federal funds.

21. The newly created Accreditation and Institutional Eligibility Unit in the Bureau of Higher Education has established a timetable whereby each agency currently recognized by the Commissioner of Education must undergo evaluation by that Unit. One can only speculate about what will happen if these criteria published by the Commissioner are rigorously applied and recognition is denied some of these associations. Such action could force a consideration of alternatives to the present approach such as the recognition of state agencies, the establishment of other accrediting agencies, or the establishment of federal machinery for nationwide accreditation.

22. Scientific research concerning evaluation of occupational education is as lacking among the states as it is among the accrediting agencies, and apparently the same tacit assumptions are applied to the evaluative criteria used. When various factors are considered, it appears that evaluation as practiced by many of the states is equally as good or superior to that practiced by the regional associations.

23. The study of accreditation and evaluation of postsecondary occupational education disclosed many weaknesses and inequities. The time is at hand for a reformation of so-called "voluntary" accreditation as well as improvement in the techniques of evaluation. If accrediting agencies as they now exist refuse to heed the call for representation of the public interest and the demands of occupational educators for equitable representation in policy-making, the adaptation of suitable administrative structures, the development of standards and criteria necessary and sufficient for the adequate evaluation of occupational education, and the application of scientific principles to the evaluative process, then more viable alternatives should be pursued.

SPECIALIZED ACCREDITING AGENCY ACTIVITIES IN OCCUPATIONAL EDUCATION

Jerry W. Miller, Associate Director
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Highlights of Presentation

1. As a group, educational administrators in the United States favor evaluation of their institutions by outside agencies only to the extent necessary to maintain public confidence in the institutions' quality and integrity.

2. Specialized or programmatic accreditation is conceived as being superimposed over the institutional accrediting process and in certain fields is considered a necessary addition to help protect society from ill-prepared or incompetent practitioners.

3. Two opposing views of specialized accreditation are: (a) specialized accreditation is unwarranted duplication in that institutional accreditation is adequate to assure quality in each educational program within an institution; and (b) the institutional accrediting process is inadequate to determine quality within specific curricula, hence program-by-program approval is necessary.

4. The recognition that specialized accreditation serves vested interests as well as the needs of society led to the creation of the National Commission on Accrediting. Essentially, the role of the National Commission is to make decisions relative to accreditation which balance the need for professional and specialized accreditation with that of the general welfare of educational institutions. The larger context in which these decisions are made is that of social good.

5. The National Commission is supportive of institutional accreditation and holds that wherever social need does not otherwise dictate, institutional accreditation is adequate for the educational quality assurance needs of society.

6. Factors other than the inherent limitations of the institutional accrediting process which create pressures for specialized or programmatic accreditations are:

   a. Professional Concern. A profession has a social responsibility to assure society that its present and future membership will be adequately educated and prepared to assure those responsibilities which society expects.

   b. Status Seeking. Professions have a social, monetary, and professional concern that their members not be adversely affected by the intrusion of incompetent practitioners.

To prevent this, they tend to form associations and restrict admission through certification, licensure, or by requiring graduation from a program accredited by the association. Actions taken by these associations to protect social or monetary concerns can be adverse to the public interest.

c. Licensure, Certification, or Registration. State programs of licensure, certification, or registration are often predicated upon requirements for specialized or professional accreditation. Licensure laws have doubled in the last quarter century; a review of state codes for 1968-69 showed almost 2,800 statutory provisions requiring occupational licensing, some of which require graduation from an accredited program in order to be eligible to sit for licensure examination.

7. It seems reasonably clear that the pressures for specialized accreditation to be superimposed over institutional accreditation in a larger number of fields will continue unabated. To that end many new agencies probably will achieve recognition for specialized and professional accreditation, many at the associate degree occupational level.

8. To help provide some relief from the burgeoning demands for specialized accreditation, institutional accreditation is obligated to make its sprocedures more relevant and more acceptable for occupational education which, in terms of societal needs, does not require specialized accreditation. Further, institutional accrediting agencies must realize that through years of neglect of vocational-technical education they have created a credibility gap with many occupational educators.

9. The regional accrediting associations, by increasing the number of occupational educators on visiting teams, policy-making committees, executive councils, and commissions, can begin to convince occupational educators that they are serious about providing meaningful accreditation for vocational-technical education programs. This would, in turn, greatly reduce pressures for specialized, programmatic or categorical accreditation for this field of education.

THE ROLE OF THE ACCREDITATION AND INSTITUTIONAL ELIGIBILITY STAFF OF THE U. S. OFFICE OF EDUCATION IN ACCREDITATION OF POSTSECONDARY OCCUPATIONAL EDUCATION

John R. Proffitt, Director
Accreditation and Institutional Eligibility Staff
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Highlights of Presentation

1. The Office of Education is committed to the proposition that accreditation, as a vital educational function, appropriately should be conducted by responsible private agencies. However, it may be expected to remain committed to that position only so long as this is in the best interests of the general public. The nature of the contemporary American society, the importance of quality education for all citizens, and the extensive interrelationship of government with the educational endeavor of the Nation, all are factors dictating a vital interest and a positive role in this area on the part of the Office of Education.

2. In general terms, it is the role of the Accreditation and Institutional Eligibility Staff to serve as the Office of Education's agent in supporting constructive developments within the education community insofar as accreditation is concerned, in serving as a catalyst and stimulator in improving accreditation, in protecting the Federal interest, and--finally, but most importantly--in protecting the general public interest as accreditation impinges upon that interest.

3. The specific major functions of the Accreditation and Institutional Eligibility Staff are:

   a. Continuous review of procedures, policies and issues in the area of the Office of Education's interests and responsibilities relative to accreditation and eligibility for funding.

   b. Administration of the eligibility for funding process.

   c. Administration of the process whereby accrediting associations secure initial and renewed recognition by the Commissioner of Education.

   d. Liaison with accrediting associations.

   e. Consultative services to institutions, associations, other Federal agencies, and Congress regarding accreditation and eligibility for funding matters.

f. Interpretation and dissemination of policy relative to accreditation and eligibility for funding issues in the case of all appropriate programs administered by the Office of Education.

g. Conduct and stimulation of appropriate research.

h. Support for the Commissioner's Advisory Committee on Accreditation and Institutional Eligibility.

4. In the past accreditation has been of little relevance or significance to postsecondary occupational education. However, in this developmental era into which we now have moved, this is no longer true. The important role which accreditation has to play, and the contributions which it can make to the sound development of occupational education has led to an increasingly intense interest in accreditation for vocational-technical education on the part of all those interested in the development of this area of education.

5. Vocational education is a distinct, yet highly diverse sector of American Education with its own special needs, problems, techniques, and strengths. While much may be learned by sharing and interchanging knowledge, vocational educators have no intention of being dominated by educators from other fields or of being forced into false patterns of operation. Therefore, in order for accreditation to be accepted by the vocational education community and by those many others of us who are the friends of vocational education, accreditation for vocational education largely must be developed and conducted by the vocational education community.

6. Vocational educators also have a right to expect that valid and reasonably uniform standards will be developed for the accreditation of occupational education programs and schools. I seriously doubt if there is today any educationally sound reason why the standards for accreditation of vocational schools should markedly vary from one state or region to another. If there are such reasons, the burden of proof for this variance lies with the accrediting agencies themselves.

7. The most important question for the Office of Education concerning the accreditation of postsecondary occupational education has to do with the nature of its future course of development--or lack of such. The Office of Education can be expected to support accreditation for occupational education only to the extent that the following concepts are incorporated within such an accreditation effort:

a. Vocational education is a distinct and unique sector of American education. It is also a highly diverse sector of the educational spectrum, and a type of education which is increasingly intermingled (for better or for worse) with traditional academic education within the same institutional setting.

b. Vocational education is rapidly emerging as a dynamic and important segment of education. The achievement of vital social goals is inseparably bound to a flourishing system of quality vocational education directly oriented to the needs of employers and students.

c. Developments which would benefit the area of vocational education would also benefit American education as a whole.

d. Educators involved in accreditation of other sectors of education have a vital leadership and supportive role, and a responsibility to assist, in the development of accreditation for vocational education.

e. Accreditation for vocational education, if it is to be valid, ultimately must be developed, accepted and conducted by the vocational education community.

f. Accrediting bodies are performing an increasingly important societal role, and the residual function of accreditation for postsecondary occupational education must be to protect the public interest.

THE COMMUNITY JUNIOR COLLEGE APPROACH TO SPECIALIZED PROGRAM ACCREDITATION

Kenneth G. Skaggs, Director of Service Projects
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Highlights of Presentation

1. As the demands of special accreditation have grown, educational institutions are becoming increasingly restless and hostile to the current methods, approaches, and procedures. Almost all of our educational institutions are subject to regional accreditation from their regional accrediting associations. Many feel that additional specific program accreditation is duplicative, costly in terms of money, time, and effort, and because subject accreditation is largely based on a set of principles quantitative in nature, is not really exercising very valid judgment. In other words, educational institutions are questioning very seriously not only the necessity of program accreditation as it is now administered, but they are also questioning even more sharply its costs, its approach, and its basic principles.

2. The American Association of Junior Colleges has a particular interest in the field of occupational education and training programs offered in community junior colleges. Accreditation of such programs becomes somewhat complex and certainly more important because the degree of competency and the ability of the worker coming out of such programs to perform and to exercise effectively and well his direct functions and skills reflects directly on the community college and its standing in the community.

3. The official position of the American Association of Junior Colleges is stated in a resolution approved by its Board of Directors on January 4, 1967, which states in part:

> . . . Regional accrediting associations should bear the primary responsibility for accreditation of community and junior colleges. These regional associations should examine and reformulate where necessary their procedures and policies so that they can evaluate total programs of community junior colleges.
>
> AAJC fully supports the policy statement forwarded on November 17, 1966, from the National Commission on Accrediting office which emphasizes the central, important role of the regional associations.
>
> Further, AAJC offers its full cooperation in assisting professional agencies and the regional associations in their respective and combined efforts to assist community and junior colleges to strengthen and maintain the high quality of curricular programs.

Nowhere in the resolution is there a denial of the importance of accreditation or even of program accreditation. The focus of attention is upon the method and the procedure for evaluating programs and their product. The strongest justification for the accreditation of programs is the protection of the employer and the product or service with which he deals.

4. Concerning current trends in the accreditation process, several of the professional groups are attempting to bring a unity and a consistent procedure to the accreditation of programs. Among these are American Medical Association, American Dental Association and the National League for Nurses. Others are in the areas of engineering and science, such as ECPD, or in commerce and business.

5. Some kind of program evaluation and judgment of quality is going to be needed concerning occupational programs. The professional and employer leadership in career education is not going to abbrogate what it considers to be its prime responsibility in exercising quality judgment on the people who will be a part of the manpower teams in industry, business, engineering, public service, or health service. I am convinced, therefore, that any absolute denial of program accreditation in the occupational fields is a futile and useless exercise.

6. Accepting the proposition that program evaluation is a necessary and a good thing in these programs, or at least is with us now, we focus our attention on the most effective procedures and methods for judging quality and an acceptance of procedures and methods that will affect our institutions with the least cost of time, money, and effort, and which would, at the same time, offer ways for strengthening and improving programs. The procedures and methods of accreditation should work to the advantage of educational institutions and not be a principle of "policing" educational programs.

7. Any kind of accreditation developed anywhere should be voluntary and should be nongovernmental in nature. One of the ways in which we may find an acceptable accreditation procedure and method for various programs would be in the unified accreditation approach. The AAJC has suggested that regional accrediting bodies have prime responsibility for program accreditation where needed or required. It could very well be that another body with the authority and the means to act could become the unifying force in accreditation. Our institutions cannot live with a procedure of specialized program accreditation that would call for a number of separate groups to come on our campuses, each requiring long preparation of survey materials and various other informational gambits, each consisting of three to seven members of the accreditation team, all of whom must be paid expenses and honoraria, each consuming several days of program time, and each making its own unique demands and requirements on administration, faculty, and students. No institution has the time, the money, or can expend the effort for this kind of wasteful, duplicative, and meaningless accreditation.

8. If there can be a unity brought into the whole procedure of evaluation so that accreditation can be accomplished through one body or through only a small number of agencies and also that application can be made to developing programs, it is my belief that our institutions could find this an acceptable part of the educational program.

THE AMERICAN VOCATIONAL ASSOCIATION AND THE DEVELOPMENT OF STANDARDS FOR OCCUPATIONAL EDUCATION

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Highlights of Presentation

1. Since 1958 junior and community colleges have, with increasing frequency, introduced programs of vocational-technical education, but have resisted the same state supervision by the State Board of Vocational Education that secondary schools have been accustomed to in this area. Since State Boards of Vocational Education are the sole authority for administration of these programs, this, coupled with an observable proliferation of effort in accreditation, has caused concern on the part of the American Vocational Association.

2. The American Vocational Association was asked by the regional associations and the National Commission on Accrediting to undertake the development of guidelines for criteria, standards and procedures for the accreditation of vocational-technical education. The American Vocational Association, strategically the professional vocational and technical education organization with established and working relationships in all areas of vocational-technical education, accepted this responsibility.

3. Through a research proposal approved and financed through the Bureau of Research of the U. S. Office of Education in November of 1969, the American Vocational Association began a project with the following objectives:

a. To develop basic statements of criteria of common aspects of vocational and technical education programs at all levels and settings of instruction for purposes of accreditation.

b. To formulate an accreditation model for the use of accrediting organizations in program and institutional review and investigation.

c. To construct principles and guidelines of appraisal into a functional guide for use in self-study and self-evaluation as a most desirable and sustaining aspect of educational improvement which is a portion of the formal accrediting process, but not explicit to it.

d. To afford an opportunity to field test criteria and a functional accrediting procedure under actual professional

operational settings and conditions with the cooperation of the accrediting community and school practitioners.

e. To establish a communications medium coordinated with periodic dissemination of interested professionals in agencies, organizations, business and industry, and the evaluation and accrediting community to implement voluntary staff self-appraisal and accreditation as vehicles for the ongoing improvement and positive function of vocational and technical education in the lives of American youth and adults.

4. A system of accreditation which commands confidence will enable the nation to make more effective use of its resources in vocational-technical education. Without such a system, institutions with superior offerings often suffer because judgments regarding enrollment and support tend to be based on types or classes of institutions. A comprehensive program of accreditation will tend to drive poor programs and unscrupulous operations out of business and force desirable and necessary changes in their programs. Higher quality in both the proprietary and public sectors will result and the nation's skilled manpower supply will be increased.

5. The first phase of the American Vocational Association project has been completed. It consisted of developing an acquaintance with persons prominent in the field of accreditation, the gathering of instruments currently being used for evaluation for all purposes, and reexamining the results of research studies, historic documents and other papers pertinent to the development of an understanding of the whole field of accreditation as it relates to vocational and technical education.

6. As a result of completion of the preliminary phases of the study, the staff has enumerated the following guidelines to be used in the further pursuance of the study:

a. Accreditation should promote accountability, and toward that end should be based on measurement of the product as well as the process.

b. Accreditation should encourage the collection of data about both process and product, and should encourage and provide assistance with research into the relationship between product success and process factors, thus utilizing the accreditation process to put the educational process itself on a more scientific footing.

c. Accreditation must continue to be in terms of the objectives of the institution or program; but those objectives should be so stated as to permit measurement of product success.

d. In line with item c, objectives should be stated in such manner as to permit employers and other institutions to

know what to expect of poeple who have completed any given program.

e. Accreditation should facilitate interchangeability of educational requirements, thus increasing freedom of movement up and between career ladders and eliminating any necessity to repeat education in order to advance in a occupational field or change fields.

f. Accreditation should be an educational process aimed at improvement of institutions and programs, as well as a means of identifying and certifying to the public those institutions and/or programs that meet minimum standards. Accreditation should be to an institutions and/or program what education is to the individual.

7. The above guidelines aim to reflect newest thinking in accrediting circles and to permit answers to the following criticisms:

a. Education is the only system that blames the product for its own failure. (Accountability)

b. Accreditation as presently practiced lacks valitidy and reliability. (Scientific basis)

c. Accreditation as presently practiced focuses on what may be irrelevancies. (False assumptions)

d. Accreditation tends to regiment, limit innovation, and institutionalize outmoded patterns. (Stagnancy)

ACCREDITATION OF POSTSECONDARY OCCUPATIONAL EDUCATION IN PERSPECTIVE: ISSUES AND ALTERNATIVES

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Highlights of Presentation

1. No longer is articulation, or admission from school to college, or college to graduate or professional school, an important purpose of accreditation. Other criteria, such as testing, both objective and subjective, have been developed to preclude the necessity of relying to any great extent on accreditation in admission of students.

2. The three purposes for accreditation which I consider to be of current, primary importance are: (a) identifying institutions or programs of study which have attained minimum quality; (b) serving as a complementary function to licensure; and (c) continuing to provide some protection to institutions of reasonable quality from improper competition on the part of institutions of a shoddy or dishonest nature, and protection from inappropriate intrusions by external forces, such as public officials, politicians, and either extreme right or left wing groups attempting to disorient an institution.

3. Of the three present purposes of accreditation, the one which is over-riding in importance is that of identifying institutions or programs of study which have attained at least minimum quality. For this purpose alone accreditation should be supported, at least until some other equally good or better method is developed. Not merely do students, parents, employers, guidance counselors, and prospective donors rely initially on the lists of accredited institutions and programs of study, but agencies of the federal and state governments increasingly are dependent on such lists.

4. Factors which complicate accreditation of occupational education are:

   a. Failure to determine whether program accreditation, institutional accreditation, or both, are at issue.

   b. Inability to determine what vocational-technical education includes.

   c. Diversity related to the fact that some occupational education programs are part of the comprehensive high school, separate institutes, or the community college program and are supported publicly, privately, or by a variety of proprietary institutions.

d. Recognition that accreditation in America has historically been a voluntary and jealously guarded relationship between an institution and an accrediting agency, which, in the minds of many, is threatened by the involvement of governmental agencies.

e. Allegations that federal funding threatens the traditional freedom of institutions.

f. Unresolved issues of creating fifty state accrediting systems or maintaining existing regional accrediting.

g. Confusion regarding program approval versus institutional approval.

h. Indecision regarding development of additional accrediting agencies or expansion of existing ones to cope with specialized educational programs.

i. Disagreement on accrediting programs at the two year level.

5. Acceptance of occupational education by the accrediting associations will come much more quickly than it did for the early junior colleges because, for one thing, the federal funding of such education is now approaching a billion dollars a year. In the second place, although not yet generally recognized by educators, the primary purpose of accreditation currently is to serve the needs of society; and one of the major needs is to screen institutions and programs of study for government agencies making grants for educational purposes.

6. Because of their origins and because of their historical developments accrediting agencies representing either institutions or programs of study have naturally developed philosophies that are congenial to their respective constituencies. The general public has not been one of their constituencies and, therefore, the interests of the public have been no more than of secondary importance. Examples of this fact can be demonstrated by the following questions:

a. Is the quality of the education offered by an institution related to whether the institution grants a bachelor's degree or any degree?

b. Has it been proven that the quality of education is directly influenced by the method in which the institution is financed; that is, by non-profit orientation or profit incentives?

c. What is the social justification for granting accredited status to programs of study offered in some types of institutions but refusing to grant such recognition to similar programs in other types of institutions?

d. What is the social justification for institutions in some regions of the country being eligible for accreditation and the same types of institutions in other regions being considered ineligible?

e. Does accreditation of an institution guarantee that all of its programs of study are operated above the minimum level?

7. With all of the money and effort expended in the development of tests and their applications and with all of the studies and scientific research sponsored in this country, especially by educational institutions, it is noteworthy that our accrediting agencies have encouraged such little analysis of the effectiveness of their activities and the validity of their criteria. There has been only one extensive study of accrediting criteria and evaluation with which I am familiar; namely, the study sponsored in the early 1930's by the North Central Association of Colleges and Secondary Schools, the results of which had little apparent effect of the conduct of accreditation.

8. As accrediting agencies are required to give primary attention in their accreditation to the needs of society, they will be forced to justify the validity of their own criteria. No longer will the public accept the development of requirements for accreditation only by those who are most directly concerned with the results; that is, the officials of the institutions or programs of study under review.

9. The public lacks representation in the power structure of accrediting agencies. Let us take the regional associations as an example. It would be interesting to make an analysis of the composition of the boards of directors or executive boards and of the commissions responsible for the accreditation of postsecondary institutions. I anticipate that the results would show that the total composition is, with a few exceptions, white, middle aged or older males who are presidents or serving in other administrative positions of colleges and universities, with a sprinkling of some secondary school administrators.

If this assumption is reasonably accurate, can one expect that occupational education be accepted and evaluated with judgment by the regional associations in the manner adequate to meet the needs of society? The history of these associations would indicate a lack of recognition of the broad concepts of social responsibility, in contrast to concerns for the institutions which already are members.

10. I visualize that in the future the federal government, possibly through the Accreditation and Eligibility Staff, will be contracting with selected nongovernmental organizations to perform the functions of accreditation, the results of which will meet the governmental needs of identifying institutions and programs of study of reasonable quality. If this source of additional financing for the financially hard pressed accrediting agencies develops, I further predict that as part of the contract to receive funds, these organizations will be expected to adopt policies which will cause them to revise and broaden their philosophies,

review their criteria in a more scientific manner, and alter their structures.

11. Theoretically at least, the regional associations have it within their power to take the lead in resolving the issues which complicate the accreditation of occupational education. However, they are unlikely to bring a constructive resolution to the scene without a drastic change in their structure and basis of control. To accomplish this major revision they will need further nudging by such groups as the Accreditation and Eligibility Staff of the United States Office of Education and the National Commission on Accrediting. They also will need simultaneously to realign their geographical bourdaries in order to provide for more effective administration.

12. If such changes are not initiated in the near future we could witness the Accreditation and Eligibility Staff turning for accrediting services to some newer organization, such as the Education Commission of the States. Such a move should not be considered revolutionary since under the United States Constitution the legal authority to regulate education rests within the states. There can be no doubt of the primary obligation of the states to consider the public welfare.

A HOLISTIC APPROACH TO EVALUATING OCCUPATIONAL EDUCATION WITH IMPLICATIONS FOR ACCREDITATION

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Highlights of Presentation

1. What is needed is a holistic approach to the implementation and evaluation of occupational education. Although this conference is directed primarily toward postsecondary occupational education, it is not possible to view this segment, or any segment, in isolation from other levels of education without the observer's resultant myopia obscuring the relationship to other programs. Concomitantly, occupational education has been isolated too long from general or academic education, whereas in reality the educative process is continuous and integrative. Hence, there are three premises which guide the holistic approach to occupational education presented in this paper:

   a. Occupational education is viewed as a continuous, rather than as a discrete process.

   b. Occupational education is considered not as a separate entity, but as an integral facet of the total educative process.

   c. Occupational education is viewed as having a significant interface with both society at large and the national labor market, generally referred to by occupational educators as "the world of work," and it must be able to provide the individual with the skills and knowledge which will enable him to interact effectively with both.

2. Evaluation practices of regional accrediting agencies are dynamic. They have long been concerned with upgrading education programs and have employed a feedback system to inform participating institutions about the strengths and weakness of their enterprizes as well as recommending alternatives for improvement. This dynamic approach can lead to program improvement as well as provide information that can be used by program developers to increase their probabilities of success. However, there are weaknesses in the evaluation approach of the regional associations. Some of these weaknesses are:

   a. Relationships between process and product are assumed to exist despite little empirical evidence that such relationships do exist.

b. Process evaluation is stressed to the virtual exclusion of product evaluation.

c. No external criteria are applied to determine the relative performance of educational systems. These weaknesses do not preclude the regional associations from upgrading an educational system; but only limit confidence in the utility of the evaluations due to the subjective approach.

3. In order to examine occupational education in relation to national goals, we have developed a model (Figure 1) for education for occupational proficiency designed to serve as an initial step in translating national goals relative to occupational education into reality. The model is preliminary; refinement is required prior to its implementation. Not only is work required for the implementation for the model, but also work is required in order to determine the strategies through which the model may be introduced into local education agencies.

4. The model can be viewed as a combination of the two approaches to educational evaluation; it contains the objective monitoring properties of the current evaluation approaches, as well as the dynamic properties of the regional association approach. The structural elements of the model (depicted in Figure 2) are:

a. The value structure of a given society, including the social, economic, and political structure in which educational programs are developed and implemented.

b. The clientele and the attributes of the clientele for which programs are designed.

c. The mission of the program, which is a manifestation of the combined mix of the value structure of society and the attributes of the individual.

d. The goals of the program--the desired outcomes.

e. The product objectives--the desired outputs.

f. The process objectives--the desired system states.

g. The observed processes--the system states.

(1) The operational procedures--the method, techniques, emphases, and efforts utilized to attain the product objectives.

(2) The resources--both material (including facilities, equipment and material) and human (including teaching, administrative, supervisory, service and special staff)--utilized to attain the product objectives.

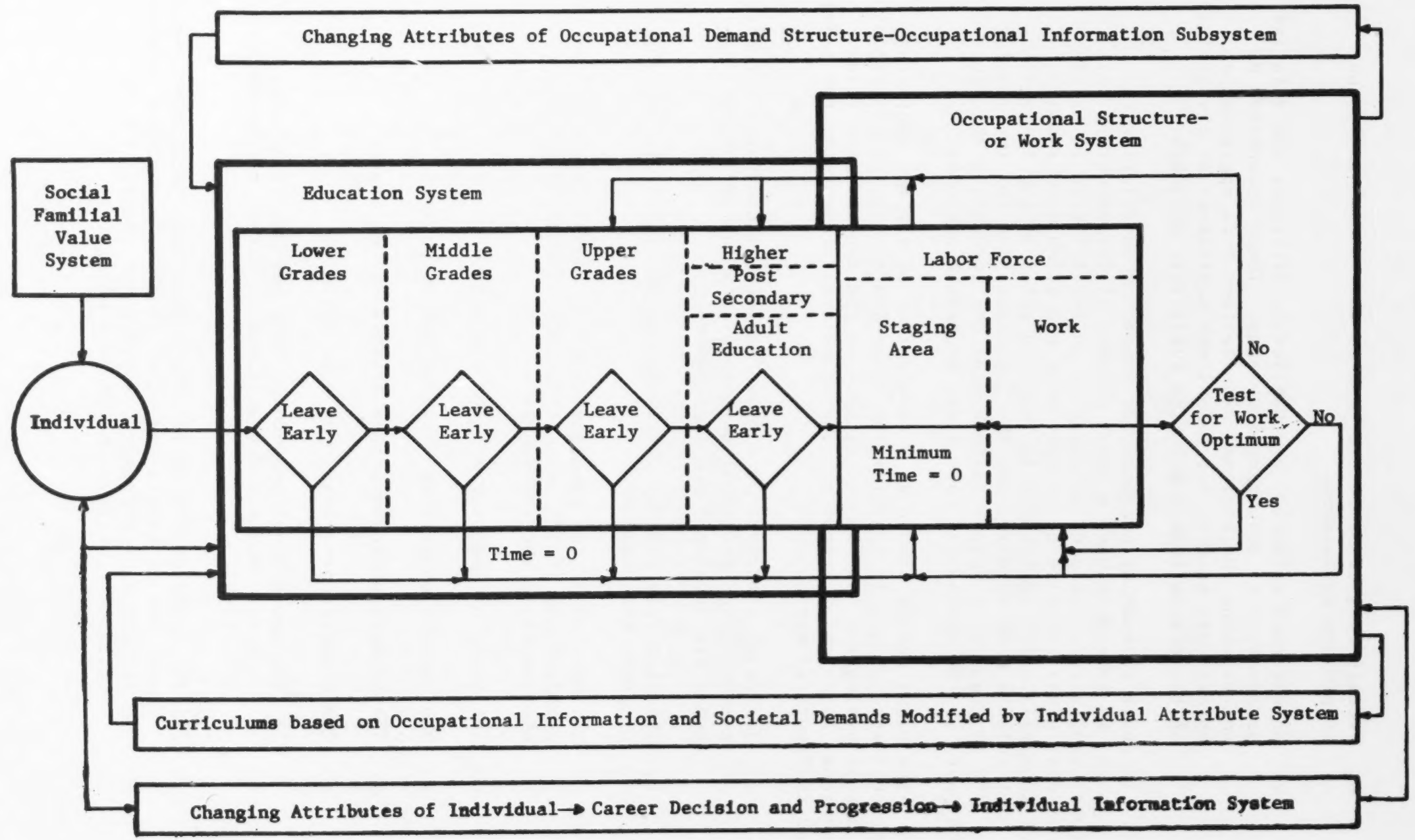
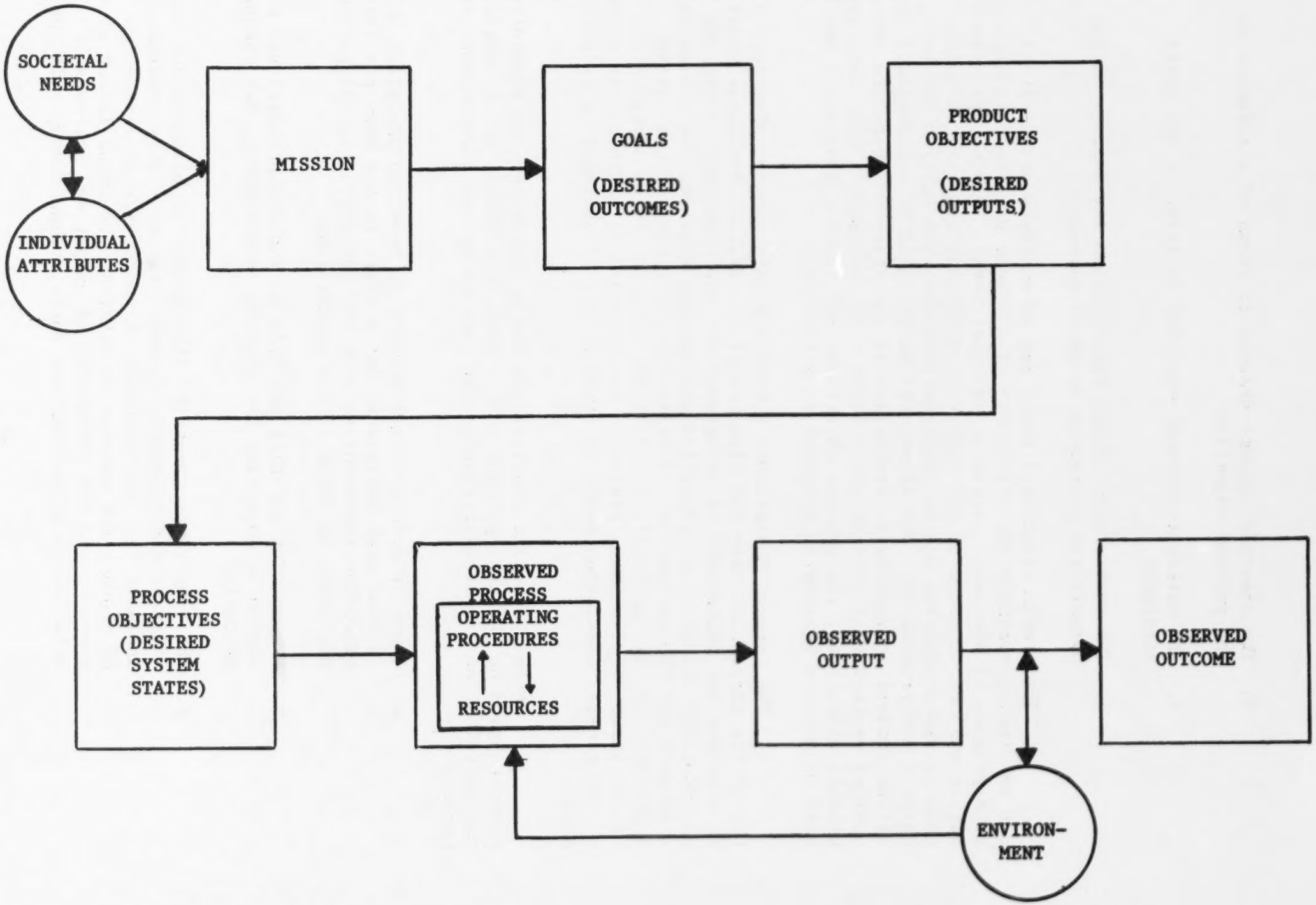


FIGURE 1

A MODEL FOR EDUCATION FOR OCCUPATIONAL PROFICIENCY

FIGURE 2

STATIC STRUCTURAL MODEL OF EDUCATIONAL EVALUATION



h. The observed output--defined in terms of statements in the product objective.

i. The observed outcomes--defined in terms of the goals statement.

j. The environment--those forces which may impinge on the outputs and processes to alter outcomes.

5. The static structural model may be employed at any level. It can be used to evaluate the efficiency of a single program of instruction, or a program at the local, state or national level. System efficiency may be defined in terms of the degree to which the observed outcomes, outputs and procedures are in juxtaposition with the desired outcomes, outputs and procedures. The structural model would be a formalization of the current approaches to evaluation if one stressed output to the virtual exclusion of process and outcome. In this model, once set, goals, product objectives, and process objectives are fixed. This model may be used to monitor systems at discrete time intervals.

6. The General Educational System Evaluation Model (See Figure 3) has as its structural base the elements of the static structural model. It provides the philosophical background and the conceptual framework for an idealized occupational education system, and provides the conceptual framework for the evaluation and upgrading of an educational system. Therefore, we will generally describe how this idealized system might be developed, implemented, evaluated and upgraded by defining the elements of the general evaluation model in terms of the occupational proficiency model.

7. Certain specific implications can be drawn for the accreditation process based on the concepts and models presented herein which relate to the contribution of accreditation to the improvement of occupational education:

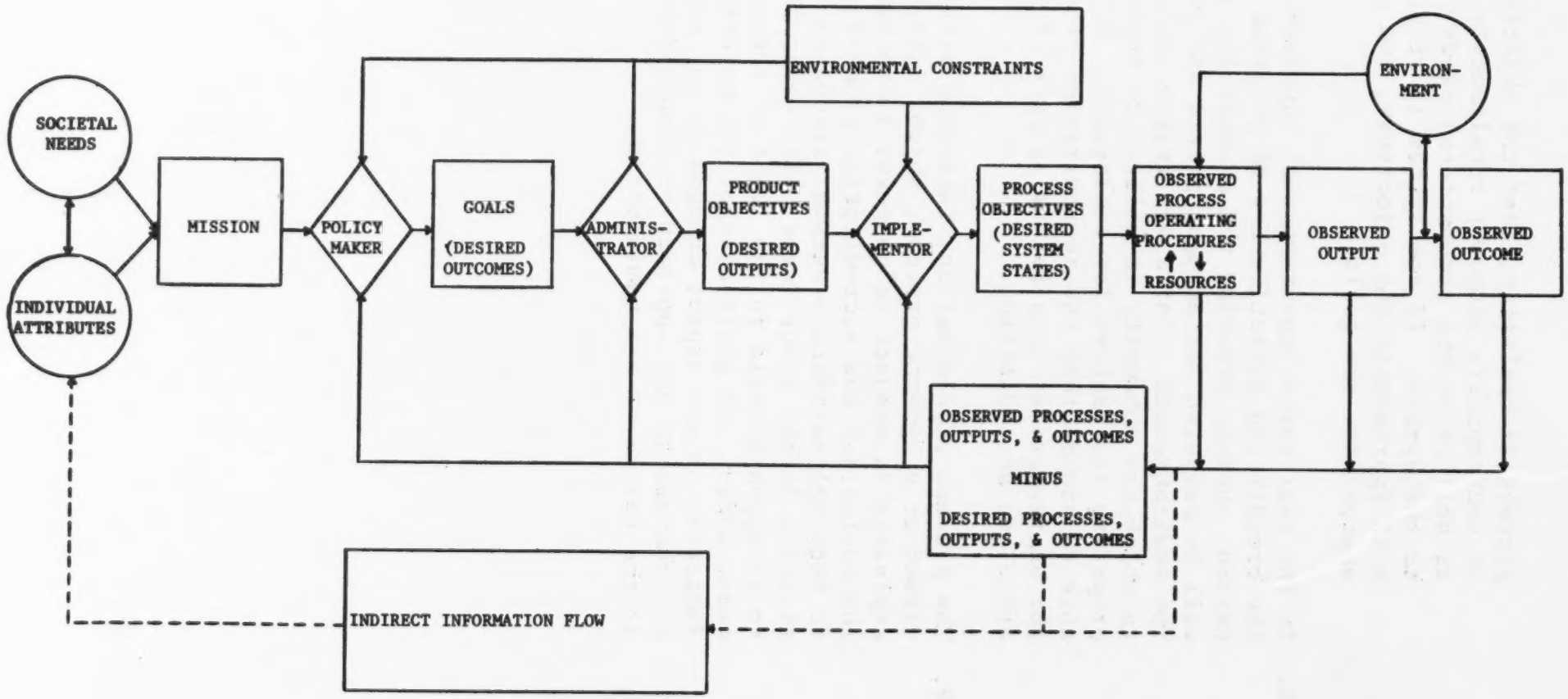
a. There is a fundamental premise in American education which is that each individual has a right to the best possible education commensurate with his specific attributes, and realistic in terms of his aspirations.

b. Accrediting agencies may help to improve occupational education by improving the climate (environment) for occupational education.

c. This paper has presented the process of planning and evaluation as a continuous, dynamic process. This process includes the establishment of goals, the specification of product and process objectives, the installation of the process, and the observance of output and outcomes in relation to objectives and goals, respectively. If the

FIGURE 3

A GENERAL EDUCATIONAL SYSTEM EVALUATION MODEL



process is realistic, then the objectives will be based on contemporary manpower requirements and future projections as well as on the occupational needs of the individuals in the system. If the system is effective, then the output will approximate the objectives, and the outcomes will approximate the goals.

8. In the real world, environmental constraints militate against the breadth and effectiveness of programs of occupational education, thereby reducing the probability that the individual will be prepared for an appropriate and reasonable career. The environmental constraints relate broadly to the extent to which the community is willing to commit its resources to preparing its members for employment. Hence, it seems reasonable to assume that the accreditation process should examine the environmental constraints as part of the process of evaluation and accreditation.

9. The process of evaluation, including accreditation, must be viewed as a dynamic process, which, like the process that it evaluates is subject to constant improvement. This means that the evaluation and accreditation process should be subject to external validation against standards required for proficiency in the labor force. The model which we have presented today appears valid in the light of the national goals which exist today. As goals change, and as evaluation technology improves, we can expect changes in our evaluation strategies and changes in our approach to occupational education. Such is the nature of a dynamic world.

RECENT ACTIVITIES OF THE REGIONAL ACCREDITING ASSOCIATIONS IN THE ACCREDITATION OF POSTSECONDARY OCCUPATIONAL EDUCATION

To provide direct input to the conference from the regional accrediting associations concerning their recent efforts in the area of postsecondary occupational education, each of the six regional associations was invited to send representatives to participate in a panel presentation. Two were unable to do so. The panel was comprised of the following persons with indicated affiliations:

Panel Moderator: Ronald S. Pugsley, Chief
Accreditation Policy Unit
Accreditation and Institutional Eligibility Staff, U. S. Office of Education

Panel Participants:

Robert C. Bartlett, Assistant Executive Secretary
Commission on Institutions of Higher Education
North Central Association of Colleges and Secondary Schools

Bob E. Childers, Executive Secretary
Committee on Occupational Education
Southern Association of Colleges and Schools

Robert Kirkwood
Executive Secretary
Commission on Higher Education
Middle States Association of Colleges and Secondary Schools

Daniel S. Maloney, Chairman
Ad Hoc Committee on Vocational-Technical Education
New England Association of Colleges and Secondary Schools

Highlights of Recent Activities of the North Central Association of Colleges and Secondary Schools

Robert C. Bartlett, Assistant Executive Secretary
Commission on Institutions of Higher Education

1. Late in 1968 the North Central Association Board of Directors established an ad hoc committee on occupational education from member institutions to determine how the Association might best be structured to adequately exercise its responsibilities vis a vis institutions offering occupational education. This ad hoc committee:

   a. Took a firm stand against a separate commission for accreditation of occupational education.

   b. Proposed to expand the purview of existing commissions to include all institutions of a public or nonprofit nature offering occupational education.

2. Subsequently, a plan was developed for the Commission on Colleges and Universities to change its eligibility requirements to include any institution which serves primarily a postsecondary school age clientele. This change has been in effect since March, 1969. The Commission was renamed the Commission on Institutions of Higher Education.

3. The Commission's ad hoc committee met in January, 1969 to initiate development of guidelines for the evaluation of institutions offering occupational education. The committee included representatives from state offices of vocational education, industry, university vocational education, and institutions offering occupational education. As a result of this activity, the Commission now has a tentative revision of the guidelines which we will begin pilot use of in the institutional examinations scheduled for this fall. These guidelines are patterned somewhat on the standards developed by the Southern Association Committee on Occupational Education. Among other things the new guidelines include a more realistic view of general education and its relationship to occupational education.

4. The By-laws of the Commission on Institutions of Higher Education have been revised to give representation to vocational schools and technical institutes on the same basis as other types of institutions.

5. The Commission on Institutions of Higher Education has initiated specific liaison with state directors of vocational education and we hope to expand this activity.

6. The Commission on Institutions of Higher Education has increased recruitment and use of occupational educators (cluster level) in its consultant-examiner corps and plans further expansion of this concept.

7. As of April 1970, two technical institutes have been accredited. An additional 15 to 20 institutions hold Correspondent Status and the Commission is presently working with approximately 20 more vocational schools.

8. The Federation of Regional Accrediting Commissions on Higher Education has called for a study of institution accrediting as it relates to occupational education. I am pleased to be a member of the group doing the study. Our Commission, I am sure will be very responsible to the recommendation which should be forth-coming from that study.

Highlights of Recent Activities of the New England Association of Colleges and Secondary Schools

Daniel S. Maloney, Chairman
Ad Hoc Committee on Vocational-Technical Education

1. On June 25, 1968 the Executive Committee of the New England Association voted to establish an Ad Hoc Committee on Vocational-Technical

Education. Representation on this Committee included representatives of secondary and postsecondary education and state departments of education, with at least one representative from each of the six New England States. The responsibilities of the newly established Committee were to:

a. Develop a viable process of evaluation and accreditation.

b. Develop standards of membership that relate to vocational-technical education.

c. Admit institutions to membership with the proviso that within a five year period each school conduct a self-evaluation and host a visiting committee--this would include the responsibilities for evaluations, deliberations, and recommendations to the Executive Committee of NEACSS.

2. Prior to the establishment of the Ad Hoc Committee on Vocational-Technical Education, there had been limited accreditation for both secondary and postsecondary institutions offering occupational education under the aegis of the Commission on Higher Education and the Commission on Public Secondary Schools.

3. The Ad Hoc Committee first addressed itself to a study of institutional structure at the secondary and postsecondary level. It found that:

a. Organization structure in Connecticut includes grades 9-12 regional vocational institutions and grade 13-14 technical colleges.

b. Structure in Massachusetts includes grade 9-12 and grade 9-14 regional vocational institutions (one of these institutions has degree-granting programs as of 1970) and vocational programs as a part of a comprehensive high school--there are technical institutes (associate degree-granting) now in operation and accredited by the Commission on Higher Education.

c. Maine, New Hampshire, Vermont and Rhode Island have vocational programs as a part of comprehensive secondary schools.

d. There are postsecondary institutes in New Hampshire with degree-granting status.

e. There are postsecondary institutes in Main both degree-granting and non-degree granting.

f. One of the most significant points I can emphasize at this panel discussion--at the public secondary level, the Commission on Public Secondary Schools has been doing programmatic evaluation for institutional accreditation (this includes comprehensive secondary schools with significant vocational programs).

g. Community colleges with occupational programs have been evaluated by the Commission on Institutes of Higher Education (this has not been programmatic evaluation).

4. In addressing itself to the question of the process of evaluation, the Ad Hoc Committee considered:

a. Process versus product and accountability.

b. There is and has been a preoccupation with product, but I agree with Frank Dickey--we are interested in what is the process of learning and how learning actually takes place.

c. The great demand and subsequent placement of graduates in specific occupational fields does not necessarily mean that the learning process is purposeful and that the programs within the institution are really meeting the needs of students--our programs are devised to meet both the needs of industry and society and to meet the needs of students.

5. The Ad Hoc Committee has developed standards of membership which include the following:

a. Competence of professional staff and administration.

b. Adequacy of the physical facility.

c. Stability fo financial support.

d. Pupil personnel services available.

e. Library of resource materials available (I could go on through the eleven standards of membership). We are the first to admit that these standards are not scientific, and they are qualitative in nature. Also, these standards may appear to be peripheral in nature--but I submit that they are not--they are concerned with and are the shell within which the learning process must take place.

6. Other aspects which we feel effect the learning process within each institution and to which we address ourselves in the evaluative process are:

a. The decision-making process--in other words, the vitality of the institution.

b. The staff communication--in other words, how well the institution functions.

c. Over- or under-emphasis on different programs.

d. Budgetary processes and the communication involved therein.

e. Horizontal and vertical structure within the program. But our emphasis is and must be on the appropriateness of the curriculum and its implementation--thus the learning process. We are not only concerned with the respectability of the program in terms of job placement but to the relevancy of the program in terms of the needs of students. Further, any lay evaluation must take place during the self-evaluation process.

7. The Ad Hoc Committee on Vocational-Technical Education is doing programatic or at least program cluster evaluation for institutional accreditation:

a. We have evaluated five institutions and have had between eighteen and twenty-five evaluators on each visiting committee (we now have a card file of between 200-250 evaluators).

b. We have invited a member of Lane Ash's staff to observe a visiting committee work.

c. Three of the institutions evaluated were grades 9-14; one had degree programs, but these programs were not evaluated.

d. Knowing of the American Vocational Association's efforts to develop standards and criteria for evaluating occupational education we are using the Evaluative Criteria--Fourth Edition which people at the secondary and postsecondary levels tell us is a relevant and useful instrument, but we anxiously await the results of the AVA study.

8. The New England Association now has three commissions, the Commission on Institutions of Higher Education, the Commission on Public Secondary Schools, and the Commission on Private Secondary Schools. On February 4, 1970 a proposal was submitted to the Executive Committee of the Association. The proposal was that a separate commission should be established:

a. Responsible for accreditation of vocational-technical education grades 9-14 upto and including degree-granting programs.

b. The new Commission would be made up of eleven members and would be representative of institutions grades 9-12, grades 9-14 and grades 13-14 (associate degree granting)--the representation would also include at least one member from each of the six New England states.

c. This would necessitate bylaw changes and the development of a realistic budget.

d. We are still looking to the different possibilities of listing institutions within the membership booklet.

9. The New England Association does not have all the answers concerning a viable process of evaluation and accreditation of vocational-technical institutions, but we have gone to vocational-technical people and have developed standards, procedures, and adopted the use of a particular instrument for an interim period of time, we have been responsible to the needs of vocational-technical people, and we have tried to institute a programmatic evaluation for institutional accreditation.

Highlights of Recent Activities of Middle States Association of Colleges and Secondary Schools

Robert Kirkwood, Executive Secretary
Commission on Higher Education

1. One of the more insidious problems affecting educational accreditation is the extent to which folklore rather than fact shapes knowledge and attitudes about accrediting activities and organizations. There are far too many myths about accreditation perpetrated or perpetuated by academicians, not to mention politicians and others outside the academic community. It behooves all who are interested in accrediting to do what we can to increase knowledge and understanding about it and to minimize the misapprehensions which persist.

2. Unfortunately, part of our difficulty arises from the failure of some commentators and critics to distinguish sufficiently between appearances and realities in evaluation and accreditation. For example, the organizational structure of the Middle States Association shows no special commission assigned responsibility for accrediting occupational education, and the Commission of Higher Education publishes no document dealing exclusively with that subject. Superficially, this might lead to the judgment that MSA is unconcerned with occupational education, but any such conclusion would be a classic example of mistaking appearance for reality. So far as we know, the Middle States Association has accredited or is working with all non-profit institutions offering post-secondary occupational education in Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia. It so happens that the vast majority of postsecondary occupational programs is provided through the community colleges in our region, but a quick check will also show that we have accredited the Agricultural and Technical Colleges of New York State, the New York Institute of Technology, the Academy of Aeronautics, the Philadelphia College of Textiles and Science, and numerous other specialized institutions offering occupational and career programs.

3. The tendency in the Middle States region has been to interpret higher education in a broad encompassing sense, and this has required periodic revision in the attitudes and policies of the Commission on Higher Education. When accreditation first began, the membership list of

MSA included only liberal arts colleges and universities. However, since 1921, accreditation has gradually been extended to include engineering colleges, teacher's colleges, seminaries, junior and community colleges, and specialized schools. In no case has the addition of new types of institutions to the accredited list required those institutions to change their nature or their programs to conform with those of the existing membership. Rather, each institution has been encouraged to develop its own distinctive and often unique qualities, and indeed one of the more striking characteristics of the MSA membership list is the diversity of its institutions. Just as the membership has become more diverse, so representation on the Commission on Higher Education has become more varied in terms of the Commissioners' professional backgrounds and types of institutions from which they come.

4. Our Commission is committee to total institutional accreditation, but it undertakes evaluation of programs and specialized curricula when requested. In this connection, we have developed good cooperative relations with a number of the specialized agencies, including the National League for Nursing, the Engineer's Council for Professional Development, and the American Chemical Society. We believe it to be in the best interests of the institution, the educational community, and the public generally to foster increased cooperation among the various accrediting agencies, and we shall continue to work in this direction. If there is a single major cause for resentment of accreditation generally, it lies in the extent to which various agencies and organizations cause an institution to duplicate efforts, costs, data gathering and many other activities to satisfy their separate demands. We at Middle States are acutely conscious of this problem and see greater cooperation between our Commission and the specialized agencies in carrying out joint evaluations as a step in the right direction.

5. Another source of misunderstanding about regional institutional accrediting is the assumption that it is carried out by a large professional staff. Nothing could be farther from the truth! The MSA Commission has two professionals, and it is only on very rare occasions that the staff participates directly in evaluations. Our teams are made up almost entirely of faculty and administrative personnel from accredited units in the Middle States area, although frequently we invite representatives from other regions. In the course of a single year, we involve over four hundred people in evaluation and special visits, and in consulting assignments. These are the people who influence the policies and procedures of the Commission, and our various documents are revised periodically to reflect their experience and suggestions.

6. Until recently in our region, we had very few educators in the occupational and technical education fields, but fortunately that situation is changing. Team rosters show a growing number of evaluators with this kind of preparation, and as the pool of talent grows we will be able to spread our assignments around rather than repeatedly calling on the same small group of experts. Incidentally, if you examined our team rosters, you might be surprised to find that we have four-year college

people visiting two-year colleges and vice versa. This is by design, since we believe rather strongly that there is a compelling need for better understanding between and among the various types and levels of educational institutions and their personnel.

7. Because of our interest in acquainting more people with the nature and objectives of occupational education, the Commission has scheduled case studies at a number of campuses during the past several years. These have provided opportunities for intensive study of particular programs and policies to faculty and administrators from many different campuses. For example, a case study at Broome Technical Community College this past year devoted special attention to computer development and para-medical curricula. The introduction of computer courses and applications at Broome was a pioneering effort among two-year colleges; their para-medical curricula include five associate-degree programs of which two, X-Ray and Environmental Health Technologies, were pilot programs requested by the State University and the State Education Department of New York. Several case studies are held each year, but it has been our design to include at least two two-year colleges because of the special opportunities they provide for participants to learn about occupational and technical education.

8. When all is said and done about what we are doing, however, the fact remains that there is still a great deal more to do. There is absolutely no room for complacency as we contemplate new pressures and new demands affecting all aspects of education. We must continue to strive for greater effectiveness and responsiveness in the accrediting process, and simultaneously we must do a better job of informing our own constituencies as well as the public-at-large about the nature and meaning of accreditation.

9. I earnestly hope that in our efforts to strengthen accreditation we will not lose sight of three major concerns. One is the integrity of the institutions with which we deal. The accrediting process should become increasingly a cooperative endeavor between the appropriate agency or agencies and the individual institution, with full respect accorded to the nature and purpose of the institution. It will be a most unhappy day for education if all accreditation should ever be imposed in an authoritarian way, or jammed down the unwilling throats of educational institutions. In our eagerness to assure the quality of their educational offerings, let's be careful to consider the rights of the institution and avoid any actions or policies which could in any way contribute to their further fragmentation or fiscal jeopardy.

Another of my concerns is with the pluralism which has characterized American education and from which it has derived so much of its strength and orginality. To many, accreditation is an intimidating threat to that diversity and suggests a stifling negative force rather than a stimulating positive one. Let me here express the hope that accreditation will never be permitted to become a kind of pressure chamber which destroys distinction and uniqueness for the sake of conformity and standardization. Despite the long history of education, we are far from having all the answers about

teaching and learning. We do know, however, that often there are many ways to attain the same end. So, while we use accreditation to promote educational quality, let us also use it to encourage innovation and experimentation in all aspects of education.

Above all other concerns is that for the individual, especially for the student whom it is our primary function to serve. I must confess that something within me shrivels every time I hear students referred to as "products," and one wonders whether the Orwellian world of 1984 is already upon us. There will be little value or meaning to accreditation or education if we forget that students are human beings for whom we have accepted responsibility to educate as effectively as possible to meet the opportunities and expectations of our nation and our world.

Hightlights of Recent Activities of the Southern Association of Colleges and Schools

Bob E. Childers, Executive Secretary
Committee of Occupational Education

1. Recognizing the need and benefits of voluntary evaluation and accreditation activities to educational programs, the Southern Association of Colleges and Schools became more actively and directly concerned with the developing programs of occupational education. In September, 1966, the Executive Council of the Commission on Colleges requested a study of the question of recognition through accreditation of postsecondary, non-collegiate,non-profit vocational and technical education.

2. In April, 1967, a Southwide Conference on Occupational Education was held in Atlanta, financed by grants from the Southern Bell Telephone Company. Representatives from business, industry, and vocational education met and asked the Southern Association of Colleges and Schools to aggressively pursue activities to help strengthen the quality, availability, and status of public and private non-profit technical and vocational education, including evaluation and accreditation.

3. In June, 1967, the Board of Trustees of the Southern Association of Colleges and Schools authorized the appointment of an ad hoc Committee on Occupational Education to follow through on a report entitled "We Shall Not Rest" (summarizing the April, 1967, Southwide Conference) and to suggest a plan of further development for the Association's involvement in occupational education. This committee was appointed and met periodically in the fall of 1967. At the annual meeting of the Association in Dallas, Texas, in November of that year, the committee proposed the establishment of a regular Committee on Occupational Education of the Southern Association. At that time, the Trustees approved in principle the initial proposal and asked the ad hoc committee to make further study of the status of occupational education in the South and to develop specifications for the permanent committee.

4. On June 17, 1968, the Board of Trustees received the final amended report of the ad hoc Committee on Occupational Education and heard the results of a fact-gathering study of occupational education in the South. In September, 1968, the Southern Association of Colleges and Schools' Committee on Occupational Education was appointed by the Association's President, Dr. Andrew D. Holt, and convened October 8, 1968, for its first meeting at the Association headquarters in Atlanta.

5. At various meetings, the Committee on Occupational Education analyzed and studied various activities related to self-evaluation and accreditation of occupational education which were being carried on in the Southern Association region and elsewhere. The Committee discussed the parameters of its overall interest and indicated a feeling of concern for the development and improvement of occupational education at whatever level it is found. It further identified its initial effort as being with the postsecondary, noncollegiate, non-profit institutions which offer occupational education and which are not already covered by the Southern Association's Commission on Colleges and Commission on Secondary Schools. In February, 1969, the Committee began preparation of basic criteria which would provide interested institutions with directions for becoming affiliated with the Association's new program in occupational education. The program for institutional affiliation was approved and the initial applications were reviewed and accepted for membership. Shortly thereafter the U. S. Office of Education approved the affiliation of an institution with the Committee on Occupational Education as meeting the requirements of federal legislation relating to accreditation for funding purposes.

6. A program of affiliation was begun in the Spring of 1969 and a number of institutions were invited to participate in this new venture of the Southern Association of Colleges and Schools. The requisites for participation were established by the Committee as follows:

a. Not currently eligible for accreditation by the Commission on Colleges or Commission on Secondary Schools.

b. Recommended for affiliation by the appropriate state agency concerned with occupational education.

c. A public or non-profit institution with a properly constituted governing or policy-making board, not to exclude area vocational schools operated by state departments of education.

d. The institution must agree not to use its affiliation status in an unethical way, such as to imply publicly or privately that affiliation with the Southern Association indicates approval or accreditation of its programs.

7. In a very significant manner, the quality of occupational education can be tied directly to the abilities and the employability of students and graduates. It is incumbent upon any agency attempting to judge quality or establish criteria for evaluation of occupational education to have a close tie with prospective employers. To this end the Committee on Occupational Education has begun to establish business-industry advisory committees for occupational education. The duties of these advisory groups are:

a. To designate representatives to sit in an advisory capacity with the Committee on Occupational Education at all its sessions.

b. To meet periodically to evaluate from the business-industrial viewpoint the programs and procedures of the Committee on Occupational Education and to make recommendations as the Advisory Group deems necessary.

c. To submit ideas, recommendations or data to the Committee on Occupational Education for its consideration.

d. To work with the Committee on Occupational Edacation in other ways determined to be mutually beneficial.

8. In the Fall of 1969 the Committee on Occupational Education appointed four subcommittees:

a. Committee on Policies to develop policies for ultimate accreditation of institutions.

b. Committee on Standards to develop appropriate standards or evaluate criteria for accreditation of occupational education.

c. Implementation Committee to develop procedures for evaluation.

d. Liaison Committee to work with existing Commissions. These committees met periodically during the Fall of 1969, and at the Southern Association's Annual Convention in December, 1969, they presented to the 90 charter affiliate institutions from six different states a draft of tentative policies and tentative standards and criteria.

9. At present the tentative standards and criteria as modified and adopted by the charter affiliate members are undergoing field tests. At the forthcoming annual meeting both procedures, and standards and evaluative criteria will be modified in light of experience gained through field testing. Once the tentative standards and criteria have been adopted by the affiliates of the Committee on Occupational Education, a formal program of evaluation and accreditation will commence. At this point in time, the Committee on Occupational Education will petition the Delegate Assembly of the Southern Association for independent commission status.

10. It is important to note that the 15-member Executive Committee of the Committee on Occupational Education is comprised overwhelmingly of those with responsibilities and expertise in occupational education. Further, the various subcommittees utilized by the Committee on Occupational Education are comprised of occupational educators. The results is that policies, procedures, and standards and evaluative criteria for the evaluation and accreditation of non-degree granting postsecondary occupational education institutions are being developed, implemented and appraised by those with expertise in occupational education.

LOCAL, STATE, REGIONAL AND NATIONAL PERSPECTIVES IN ACCREDITATION OF POSTSECONDARY OCCUPATIONAL EDUCATION

To provide inputs to the conference concerning problems in accreditation as viewed from different perspectives, four panelists were asked to speak to the problem as seen from (1) an institutional level, (2) a state level, (3) a regional level, and (4) a national level. The composition of the panel and the highlights of the panelists' presentations follow.

Panel Moderator:

Kenneth B. Hoyt
Professor of Education and Director of Specialty Oriented Student Research Program
University of Maryland

Panel Participants:

Jay L. Nelson, President
Utah Technical College at Salt Lake
Salt Lake City, Utah

Norman Burns, Executive Secretary
Federation of Regional Accrediting Commissions on Higher Education

Wendell H. Pierce
Executive Director
Education Commission of the States

Ben E. Fountain, Jr., President
Lenior County Community College
Kinston
North Carolina

Highlights from Accreditation of Postsecondary Occupational Education: An Institutional Perspective.

Jay L. Nelson, President
Utah Technical College at Salt Lake

1. Utah Technical College has existed for twenty two years under three names. It was initially Salt Lake Area Vocational School. After twelve years the name was changed to Salt Lake Trade Technical Institute. Again to attempt to dignify the occupational education programs, the name was changed to Utah Technical College at Salt Lake. Utah Technical College at Salt Lake was accredited initially by the Northwestern Association of Secondary and Higher Schools in June, 1969. Accreditation was achieved after complying with the usual accreditation procedures. The College completed a self-evaluation study and was reviewed by an Evaluation Team headed by Dr. Winston D. Purvine, President of the Oregon Technical Institute at Klamath Falls, Oregon. Four of the nine-member team were vocational educators; others had an association with vocational education

on the collegiate level. The committee completed the evaluation and submitted a 44-page report. Each area representative or specialist made recommendations concerning their respective assignments. The team itself made eight recommendations.

2. Accredited status added dignity and prestige to the institution. It opened the door to participate in the distribution of federal funds and it has made possible the transfer of credits from our College to other postsecondary colleges and universities. Students qualifying for an Associate Degree in Applied Science who desire to transfer to a four-year college to obtain a B.S. Degree are now afforded the opportunity.

3. Many questions have been asked since we received accreditation. I thought the following would be of interest to the conference:

a. Was a special evaluation instrument developed for the accreditation of the technical colleges?

No, the instrument developed by Northwest Association of Secondary and Higher Schools for the evaluation of two-year colleges was used. Many community colleges have a trade and industrial education division--this division is accredited along with the other divisions of the College.

b. Should accreditation be provided by a national or a regional agency?

It is our opinion that accreditation should be accomplished by an agency recognized by the Department of Health, Eductation and Welfare in order that the occupational education school may participate in the distribution of federal funds. At the present time occupational education schools not having access to accreditation are ineligible to participate in these much needed funds. Since accreditation was granted our College, we have received two library grants and assurance of a guaranteed government loan subsidy for the construction of our student union building. Student loan programs and work-study funds have also been made available.

Preferably the accrediting agency should adapt the instrument to the type of school being evaluated. Policies and procedures should be designed specifically for the review of occupational education programs.

c. If students are not high school graduates, are they eligible to receive an associate degree without passing the GED examination?

One team member recommended that students in this category be required to pass the GED before being awarded an Associate Degree in Applied Science. This has not been a requirement of the College; however, any student who progresses to this stage in his training would certainly be able to perform satisfactorily on this examination.

d. Does an institution need both institutional accreditation and program accreditation?

It is our opinion that schools who have received institutional accreditation need not continue program accreditation. Such a procedure would lead to bankruptcy of the school both in time and money as was stated earlier. Our practical Nursing Program was at one time accredited by the National Association of Practical Nurse Education and Service, the National League for Nursing, and the Utah State Board of Nursing. We should strive to eliminate the duplication, although I would readily admit that accreditation with these agencies was of great assistance in developing an acceptable program.

e. Would it be desirable to establish a new agency to provide accreditation for trade technical schools?

We have found the Northwest Association cooperative and willing to accredit the technical colleges in Utah. I hope they will move to accredit all occupational schools in their area. We believe that accreditation can be accomplished through the regional agencies.

We certainly recommend that the Commission include a greater number of occupational educators in their membership and as the gentleman from the New England Association said yesterday, "The establishment of a fourth Commission would be appropriate."

One great disadvantage of accreditation has been the addition of our name to many rosters. We are "lambasted" with junk mail.

4. In summary let me briefly enumerate our feelings and mention one or two other points without elaborating on them.

a. Accreditation is essential for postsecondary education.

b. Evaluation instruments should be designed for the evaluation of occupational education.

c. Institutional accreditation seems preferable to program accreditation.

d. Establish separate commissions for the accreditation of occupational education or include a larger number of occupational educators on the present commissions.

e. Involve the faculty to a greater extent.

f. Associate degrees should not be a requirement for accreditation of occupational education programs.

Highlights from Accreditation of Postsecondary Occupational Education: A State Perspective

Ben E. Fountain, Jr., President
Lenior Community College
Kinston, N. C.

1. Occupational education is a major function of the System of Community Colleges and Technical Institutes in North Carolina. In fact, occupational education is the foundation on which the System was built. The foundation was laid in 1958 when several industrial education centers were established with a major objective of meeting manpower training needs. In 1963, a statewide reorganization was enacted into law by the General Assembly. The existing institutions were organized within a new department, the Department of Community Colleges of the State Board of Education. Under this reorganization made by the North Carolina General Assembly, the industrial education centers eventually became either technical institutes or community colleges. Additional institutions have been established since 1963 in an effort to meet the total educational needs of the people of the State. The Community College System now has 54 institutions in various stages of development. These are comprehensive, two-year, postsecondary institutions, with 15 designated as community colleges and 39 as technical institutes. The only difference between a community college and a technical institute is that a community college offers a college transfer program. Seventeen (17) of the technical institutes are operated as contractual institutions, as authorized by law (G. S. 115A-5). Although the contractual institutions have boards of trustees, their locally derived support funds are budgeted through the local boards of education and their sites and buildings are owned by the local boards of education. Otherwise, the contractual institutions are identical in organization and operation to the charter institutions. I shall refer to these contractual institutions later as related to problems in regional accreditation.

2. When it began establishing the system of institutions, the State Board recognized that the regional accrediting agency did not do specialized accreditation of occupational type institutions. Moreover, there was a lack of specialized standards and criteria for assessing occupational education, whether offered in a community college or technical institute. The Southern Association traditionally and deliberately has maintained generalized, broad standards with minior emphasis on quantitative factors. The recognition of these facts, together with the responsibility of the State Board to assure the public of quality education, led the Board to request the development of appropriate standards--standards to assess occupational education as well as standards for other educational programs in the North Carolina institutions. In 1966, the State Board of Education asked the North Carolina Community College Advisory Council to undertake the job of developing appropriate standards. The Advisory Council accepted the Board's request. Within two years the Council developed "Standards and Evaluative Criteria." These were adopted

In January, 1969, by the State Board of Education, as recommended by the Council. The "Standards and Evaluative Criteria" were tested in three institutions prior to final adoption. Since then, they have been used in connection with institutional self-studies. Five institutions have had follow-up evaluation committees which used the adopted Standards.

3. The key to the success we had in developing standards and evaluative criteria, I believe, was the membership of the Council and the extensive involvement of individuals throughout the System. The Advisory Council consists of all the presidents of institutions, chairmen of boards of trustees of the institutions and a number of other individuals representing other educational agencies, business, and industry. Many other individuals served on several working committees in developing the standards.

4. Since the time the standards project was begun in North Carolina, the Commission on Colleges of the Southern Association of Colleges and Schools has begun to accredit specialized, occupational institutions in North Carolina. The Standards used today by SACS for accrediting occupational institutions were first adopted in 1962. At present 20 institutions within the North Carolina System have attained regional accreditation--10 technical institutes and 10 community colleges.

5. Citing my own experience as President of Lenoir Community College, the Southern Association of Colleges and Schools was most helpful in the development of the new community college and in improvement and evaluation of the institution. We attained accreditation at the earliest possible date. Throughout the process we had two excellent visiting teams and good consultant service from Southern Association of Colleges and Schools.

6. A problem in North Carolina has been in getting the contractual institutions recognized as accreditable institutions by the regional association. This problem arose in January, 1969, when a contractual institution, making application for correspondent status, received a letter stating the following, " . . . the arrangement in North Carolina for the operation of 'Contractual Technical Institutes' has been reviewed by the Executive Council of the Commission on Colleges. It was the action of the Executive Council that institutions of this nature would be eligible for consideration in being established as a 'Correspondent' with the Southern Association of Colleges and Schools, upon achieving 'Independent' status as provided for in North Carolina."

The problem was considered urgent because of the number of contractual institutions (17) and because denial of affiliation with SACS meant the denial of several sources of federal funds. The problem was discussed with college commission staff members. Also the possibility was explored of attaining affiliation for these institutions with the new Committee on Occupational Education of SACS. We found, however, that the Committee excluded institutions offering associate degrees as do our contractual technical institutes. Not being able to resolve the problem with SACS and recognizing that it is an independent, voluntary organization,

the State Board of Education sought assistance from the U. S. Office of Education in order to get federal funds for these institutions. Subsequently, the State Board of Education made application for recognition of itself as an accrediting agency.

Consistent with the criteria on accreditation established by the U. S. Commissioner of Education, North Carolina has developed accreditation procedures. It has involved two institutions in implementing these procedures. Several other institutions are interested.

At the present time, we are awaiting word from the U. S. Commissioner of Education on the application of the State Board of Education that the Board be approved by the Commissioner as an accrediting agency. We hope that it will be approved as the denial of federal funds limits the service of the institutions to many thousands of North Carolina citizens.

The North Carolina State Board of Education has the responsibility, under law, to assure the public of quality education in the technical institutes and community colleges in North Carolina. Therefore, it will continue its evaluation program and accreditation of institutions. At the same time, institutions within the system will be assisted in their efforts to attain regional accreditation. It is our hope and expectation that coordination can be accomplished between the State and Regional Association in the accreditation of institutions in order to eliminate unnecessary duplication of effort.

Highlights from Accreditation of Postsecondary Occupational Education: A Regional Perspective

Dr. Norman Burns, Executive Secretary
Federation of Regional Accrediting
Commissions for Higher Education

1. Unless we arrive at an effective solution to some of the problems concerning accreditation that have been discussed here at this conference, we are in real trouble. Regardless of what the future course of accrediting may be in terms of who is going to do it, whether the Office of Education is going to contract with selected agencies, or whether ultimately the job is turned over to an organization such as the Education Commission of the States, whoever does it is going to have to--to some extent--use the expertise and administrative structures that have been built up to do this job in the past. So we better know as best we can precisely what we are doing and the direction in which we are going in terms of the rapidly changing situation which faces society.

2. Concerning the matter of the validation of criteria that we use in accreditation, it is perfectly true, and none of us involved in

accrediting are or should be at all defensive about admitting it, that we don't have a scientific base for our activities, if by scientific base we are alluding to the identification of measurable characteristics of an institution which are related to the quality produced by the institution. We do not have such a base. There are a number of problems which render the development of such a base extremely difficult. First, there are differences of opinion as to what the goals of education should be. Before we set out to develop measurements of performance we first have to agree on what goals we hope to measure. We know with more precision what we want in terms of goals and outcomes in occupational education than we do in other facets of education, but even here, there is considerable diversity of opinion about what is important to measure. We have first of all to identify and agree upon the goals of occupational education if we are going to develop a scientific base. Second, we are developing increasingly sophisticated instruments for the measurement of performance, but with the tremendous number of variables that have to be taken into account, a major difficulty is holding these variables constant in an effort to determine if one or more is responsible for quality in education. We have made progress in this direction but we have a long way to go. We should, however, continue every effort to develop a scientific base, but a really sophisticated scientific base is somewhere in the future. Since we have a job to be done now it is probable that for sometime we are going to have to operate using the best judgment that can be made. We have in this area one other complication that I should refer to. We face something of a dilemma in that on one hand we are urged to measure the more subtle institutional characteristics, that is the teaching climate or the interaction of the student and teacher rather than the number of degrees held by the faculty, but these quantities are even more judgmental than some of the things which we presently measure. On the other hand, we are urged, to the extent that it is possible to do so, to quantify the measuring instruments that we use. It's difficult to do both of these at once.

3. Speaking from the point of view of those that are involved in accrediting, I would like to assure you that we will welcome all the help we can get in ways of improving the bases for our evaluation. We are not resistant to this. We will welcome help from any source that will provide help, either in the development of more of a scientific base and/or in improving the ways in which we can render good judgments about institutional quality.

4. A major question is how and by what means do we broaden the base to provide for better judgment in accreditation? As the scope of the activities and the number and types of institutions with which we are dealing grows (and this growth is rapid and continuous) we have no option, it seems to me. We are going to have to accept as eligible for accreditation an increasingly large range of types of institutions, and I think that the movement within the regional associations is clearly in this direction. Illustrative is the fact that not too long ago institutions devoted to occupational education but not granting degrees would have had trouble with any of the regional associations. Today there is

not one of the regional associations that is not prepared to accommodate this type of institution. I'm sure from my work with the Federation (FRACHE) that this is an accurate statement. That doesn't mean always through the same channel. Again I would emphasize that uniformity of procedure is sometimes confused with consistency; but we must strive for the development of cooperative relationships among associations, not just the regional associations but among and between the professional associations and the regionals. What we need is consistency in the attack on the problem of evaluation and accreditation, recognizing that in this area as in other areas of American life we can tolerate pluralism. Conformity to a fixed way of doing things is not the answer, though sometimes it appears as though it would help a great deal.

5. Concerning the broadening of the base of accreditation itself, we have already moved to include occupational educators as was reported by the regional associations yesterday during the afternoon panel discussion. We need to move further in that direction. This is new and we have only started. We need to include them on the examining teams and in the decision-making processes, but this is not enough. We still do not have adequate representation of the public interest, and this is another theme that has run through this conference from the very beginning. The recognition of the fact that in terms of the nature of the relationship of the accrediting agencies to society today, we cannot continue to operate these agencies as closed corporations. Other people are interested now. There was a time when these agencies were primarily operated by educators from accredited institutions. No one else was really very much interested in the problems. Now the whole accrediting movement has come to be broadly affected by the public interest. We are pretty much in agreement that this is necessary, but how do we get this greater accountability to the public? How do we include not just educators in the new areas which may be encompassed by the accrediting process, but bring in other people also so that the public interest is adequately represented? Part of the problem of representation of the public interest is a question of public information, and it is really a difficult task to get the word to the public and to get the people to understand what is going on. We are making real progress now in getting educators to understand a little bit more about the accrediting process, but we still haven't touched the general public in any meaningful fashion. You can imagine how difficult this will be when you realize how much misinformation about accreditation already exists among the education fraternity. Frankly, the press hasn't helped us very much in this area. We have tried to the extent of engaging competent people to work with the press at our annual meeting to try to get the news out, but apparently the only thing the press wants to know is whether we dropped somebody or some institution and if so was there some scandal behind it.

6. The Education Commission of the State is an organization which some educators viewed with apprehension to start with. Perhaps some of us still view it with some apprehension because of a potential there that we see as a real threat to the things which we as educators believe, but in one way the Commission has proven extremely helpful. That is in opening up channels of communication with the political community. Working

through the Education Commission of the States we have a real opportunity to get the word around. There is now a broad interest in the problems of education in general and accreditation in particular. Recently for example, the Education Commission of the States sponsored a meeting at which many prominent legislators, educators and officials from many of the accrediting agencies and associations were present. I share the feeling of Wendell Pierce (Executive Director of ECS) that the caliber of some of the people at this meeting was impressive indeed. This is an excellent source of communication with the public. I wish that something of this same sort could be done at the federal level. It would be enormously helpful, I think. This is not to say we don't have very useful and very worthwhile contacts at the federal level through the existing federal offices.

7. There has been some talk about appointing laymen to the various councils, decision- and policy-making bodies in an effort to involve the public in the accreditation process. This is about as good an idea as anybody has come up with. Speaking for myself alone, I'm not at all sanquine about how useful this is going to be because it's going to look like a gesture. Token representation of the public on our decision- and policy-making boards is not, I think, going to get us very far. Unless there is some real channel here that can be opened up, it's going to be difficult to identify the proper people, difficult to get them to the meetings and difficult to get them to take an active part in the actual policy- and decision-making process. We may need to involve laymen in a much more significant way at the level of broad policy interpretation. If it is going to be meaningful, I think we may have to involve them in ways that we haven't thought about yet. It may be that at the top of this accrediting pyramid we need some sort of lay board which would have the responsibility of broad policy determination. Clearly, like any other lay board that is involved in the administration of enterprises which require for their administration professionally competent persons, we can't get much below the level of broad general policy.

Highlights from Accreditation of Postsecondary Occupational Education: A National Perspective

Dr. Wendell H. Pierce, Executive Director
Education Commission of the States

1. The problem of accreditation of occupational education was thrust upon the Education Commission of the States by political leaders, both governors and legislators, who felt that something had to be done to improve it. It was their opinion that there had to be more rapid movement towards broadening accreditation to encompass all occupational education and more efforts for self-examination by voluntary agencies operating in this field. There is no question but what the pressures from regional and national legislative and governors' conferences have had and will continue to have their impact.

2. As perceived by legislators and other elected officials, two of the problems in accreditation are: (a) the existence of a major communication gap--people are poorly informed about accreditation; and (b) the feeling among politicians that an "ingroup" is handling accreditation and making major educational decisions affecting public education. The truth is that most of the fundamental decisions affecting public education such as allocations of money and resources, are made by the political leaders and not by educators. Therefore, it behooves us to get our inputs into the hands of these politically oriented people and educate them about the problems so that they can make intelligent decisions.

3. I think a different kind of federal structure will evolve. The Health-Education-Welfare setup as we have known it in recent years appears to be changing fairly markedly. More than likely these changes will have some bearing on the problems of accreditation of occupational education. This change could well be detrimental if we do not work very carefully with Congress and the federal establishment.

4. There is a definite movement within the states toward education being financed more fully by the state governments and toward a change in the structure of educational agencies within the states. There are ten or twelve states now analyzing the full-funding concept, and a half dozen states studying the possibilities of placing the chief states school officer under the governor in a cabinet post. There are also a number of states toying with the idea of discontinuing state boards of education. This is a very complicated and intricate movement, but the proliferation of authority within the states has long been and continues to be a problem.

5. You, the educator, deal so much with the detail problems of education that, very frankly, the hangups you have are simple compared to those that you could have. You better be prepared to do something about it. You could be in such serious trouble that the whole structure of accreditation could fall down around your head, even though most of us are committed to it. Any structure that can't adjust and be made relevant is in serious trouble.

6. I do not want to leave the impression that the Education Commission of the States and its constituency want to take over accreditation. We have no desire to assume those tasks. We want to help interpret the problems of accreditation and we want to help interpret the changes you are making and the growth that is occurring in the direction of accreditation of occupational education. However, as you make these changes you must think in terms of covering all education. You can't continue to leave big pockets unattended outside the realm of accreditation--it just will not work. I recognize that your constituencies may not agree but that's part of the challenge of the job. You must reflect the broad interests of the country and you must find a structure which will provide a more effective way to coordinate accreditation on a national basis. You must represent more than the vested interests of

education. In some way, with the survival of the institutions at stake, we must find new answers.

7. We must find ways to adjust to the rapidly changing conditions of society. You accredit an institution today and you don't know what it is going to be the next day. Institutions are not going to remain in the standard mold they've been in for so many years; they are going to roll and change in the political winds. The explosive changes in technology, population, environment and all facets of life are having an impact upon every segment of education.

8. I think that it is marvelous that the regional associations, the National Commission on Accrediting, the American Vocational Association, and the junior colleges are communicating seriously. As they begin to deal with the most intricate aspects of this problem, I see great hope for the future of occupational education in meeting the needs of the nation's young people. Let's continue the task and let's be willing to stick our necks out. Some of us may get fired before we get the problem solved--but there are lots of jobs around.

GROUP CONCERNS AND RECOMMENDATIONS

To provide an opportunity for those present at the conference to make a maximum input, conference participants were divided into several discussion groups. Within each group, to the extent that attendance permitted, an attempt was made to provide balanced representation for regional accrediting associations, specialized accrediting agencies, researchers in occupational education, and occupational educators from operating systems of occupational education. No attempt was made to structure or direct the discussions except that they were confined to problems concerning accreditation or evaluation of postsecondary occupational education.

To put these group concerns and recommendations in proper perspective requires the elaboration of certain points. First, when a group is asked to discuss problems, express concerns, and make recommendations, it should be expected that time and attention are going to be devoted to the negative or problem aspects of the topic. While most of the concerns expressed in this section are critical or bear a negative connotation, those in attendance certainly recognized and expressed the belief that accreditation of occupational education is necessary and provides many positive benefits. Second, because of the mix of the conference participants, occupational educators constituted a majority in each discussion group. It should therefore be expected that the concerns and recommendations here expressed are primarily those of occupational educators. Finally, the Center for Occupational Education, in publishing this conference report, is serving a disseminating function. It does not necessarily share all the concerns expressed, nor does it necessarily concur with all the recommendations made.

The major concerns and recommendations emanating from the group discussions are enumerated below.

Concerns

1. Although there are numerous problems inherent in the accreditation of postsecondary occupational education, the need for accreditation is apparent and advantages far outweigh disadvantages. Accreditation does, or should, serve to:

   a. Improve the quality of programs by setting minimum standards.

   b. Provide evaluative information concerning programs.

   c. Permit more uniform development of programs so that individuals are eligible for transfer (between institutions) without loss of credit.

d. Facilitate financing of programs of occupational education.

e. Increase the status of occupational education.

2. At the present time occupational educators view status as the major benefit deriving from accreditation of postsecondary occupational education. Accreditation brings federal funding, increased student enrollment, facilitates in recruiting faculty, etc. More emphasis upon accreditation as a vehicle for improving the quality and extent of occupational education is needed.

3. Among the various accrediting agencies and associations there is an apparent lack of communication and a sharing of knowledge, experience, and scientific data. Between specialized and regional associations this concern is manifested in a lack of coordination of institutional visitations and the joint utilization of team members and derived knowledge.

4. While the information feedback provided by the accrediting process is helpful in making many improvements in the operation of an institution, it most often does not provide the information needed for program modification and improvement.

5. Present administrative structures of the regional accrediting associations present artificial barriers to accreditation of occupational education because of their inability or refusal to adapt to existing organizational patterns in occupational education. The end result is that, nationally, accreditation of occupational education is disjointed and inconsistent in eligibility requirements, administrative structure, and standards and evaluative criteria used.

6. Among and between occupational educators and representatives of accreditation there is a lack of agreement upon or understanding of definitions of terms used and upon outcomes desired.

7. Standards for institutional accreditation and those for specialized programmatic accreditation are often conflicting and/or contradictory.

8. There exists a gap between evaluation for accreditation (external) and continual self evaluation (internal) of institutions which should be bridged.

9. Accrediting agencies and associations have not demonstrated that they have made extensive use of scientific knowledge and techniques in the evaluative process upon which accreditation is based.

10. Throughout accreditation with minor exceptions, persons with expertise in occupational education, representatives of state systems of postsecondary education, business and industry and the representatives of the public interest are inadequately represented on policy-making boards, committees, and councils.

11. Insufficient attention has been given to the development of standards and evaluative criteria for the accreditation of occupational education. Many of those with expertise in occupational education are of the opinion that most presently used standards and evaluative criteria are either inappropriate, irrelevant, or inadequate. The two most often voiced criticisms are that present standards fail to consider sufficiently the objectives of occupational education and pay insufficient attention to the quality of the product of the educational process.

12. The present rapidity of change coupled with the fact that protection of the public interest has been thrust upon the accrediting agencies and associations make it imperative that the implementation of needed changes be hastened and the perspectives of these agencies and associations broadened.

Recommendations

1. An intensive dialogue be maintained between accrediting organizations and occupational educators so that the process of accrediting occupational education in postsecondary institutions becomes and remains relevant.

2. Both specialized and institutional accrediting organizations should seek to coordinate their activities such that efficiency can be obtained and relationships clarified.

3. Accrediting agencies should serve a monitoring function over institutional self evaluation. Accreditation standards and criteria should be established for self evaluation which carry the same weight in the accrediting process as do facilities, personnel, financing, etc.

4. A high priority must be given to the development of accreditation standards appropriate for postsecondary institutions offering occupational education. As evaluative criteria are being developed, consideration should be given to non-degree programs, certification of instructional personnel without baccalaureate or masters' degrees, and other problems which limit accreditation but do not necessarily determine quality in these institutions.

5. Selection of visiting teams members should be based upon their ability to evaluate objectively and criticize constructively.

6. Communication among the several accrediting agencies should be sustained through continued conferences to discuss problems.

7. Experienced representatives of occupational education should be included in all policy- and decision-making boards and councils of accrediting organizations.

8. Research and evaluation techniques currently being developed

and implemented in occupational education should serve as interim measures for accrediting until reliable and valid evaluative criteria are developed.

9. Accreditation for postsecondary institutions offering occupational education should be developed within the present framework of accrediting agencies, and the several accrediting agencies should consider articulation of criteria and coordination of evaluations where possible.

10. Rewrite eligibility requirements for institutions in terms of existing organizational arrangements and restructure accreditation so as to fit such organizational patterns.

11. Form a nationwide committee comprised of occupational educators and representatives of concerned accrediting agencies and associations to develop guidelines for meaningful evaluation of occupational education.

12. Eliminate the stratification of education in terms of social distinctions and try to deal with postsecondary education in its broadest terms, with an accrediting body made up from representatives of all the types of education to carry on all the evaluative work using a set of uniform criteria. There would probably be regional bodies, using common minimal criteria, creating teams tailored to the needs of each institution for evaluation, with the institution expected and/or encouraged to go beyond the minimal criteria.

13. Occupational education is an entity and must be treated as such. In the same sense that postsecondary programs cannot be divorced from secondary and primary programs, public programs should not be divorced from private, profit or nonprofit programs. The concern should be with the total system and the improvement and coordination of that total system.

14. Rather than delaying the initiation of procedures while some ideal or perfected system is developed, we should get on with it--start the process now using the wide range of existing tools and improve the process as experience dictates.

15. No one agency or organization can speak for all accrediting interests nor all occupational education interests. The diversity which exists needs to be accepted and recognized as legitimate. The regional assocations are the logical organizations to accomplish the goals but they can and should draw on the strengths of the specialized accrediting groups and any other activity which can contribute to the process.

16. The incorporation of the process of accreditation of occupational education into the existing regional organizations can and should provide a means for the total education establishment to gain a better understanding and appreciation of occupational education.

17. While various motives may be cited for initiating accreditation, the process should have program improvement as an explicit end-product and the process must be conducted in such a manner as to attain this end.

18. Action on accreditation of occupational education must come quickly to give all types of institutions access to accreditation. To this end:

a. A national association of institutions offering postsecondary occupational education should be formed to protect the interests of those institutions (similar to the National Commission on Accrediting).

b. A task force for the organization of this national association should be formed immediately.

c. Every regional accrediting agency should constitute commissions for the accreditation of postsecondary occupational education programs within a specified period of time (perhaps one year). These commissions should be coordinated with the existing commissions so any institution could be accredited in one process.

d. Should recommendation c fail, occupational educators should consider the formation of a national accrediting agency for postsecondary occupational education.

19. The representation in accrediting agencies is not as broad as it should be. To provide adequate representation:

a. All accrediting agencies should consider having representation from state boards of control and state administrators of programs of postsecondary occupational education on governing boards of the accrediting agencies.

b. Regional accrediting agencies should give consideration to representation to employers on visitation committees.

APPENDIX A

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APPENDIX B

PROGRAM

All General Sessions will meet in the Castilian Ballroom

Wednesday, June 10, 1970

8:30 a.m. - 9:30 a.m.	Registration: Lobby of Castilian Ballroom
9:30 a.m. - 12:30 p.m.	FIRST GENERAL SESSION
Presiding:	John K. Coster, Director Center for Occupational Education North Carolina State University
Opening Remarks:	Felix C. Robb, Director Southern Association of Colleges and Schools
Address:	The Continuing Need for Nongovernmental Accreditation Frank G. Dickey, Executive Director National Commission on Accrediting
11:00 a.m. - 11:15 a.m.	Coffee Break
Address:	The Current State of Accreditation of Post-secondary Occupational Education in the United States Charles F. Ward, Research Associate Center for Occupational Education North Carolina State University
12:30 p.m. - 2:00 p.m.	Lunch
2:00 p.m. - 5:00 p.m.	SECOND GENERAL SESSION
Presiding:	Lowell A. Burkett, Executive Director American Vocational Association
Address:	The Community Junior College Approach to Specialized Program Accreditation Kenneth G. Skaggs, Director Service Projects American Association of Junior Colleges

Address: The American Vocational Association and the Development of Standards of Occupational Education
Lane C. Ash, Director
National Study for Accreditation of Vocational-Technical Education
American Vocational Association

Address: The Role of the Accreditation and Institutional Eligibility Unit of the U. S. Office of Education in the Accreditation of Postsecondary Occupational Education
John R. Proffitt, Director
Accreditation and Institutional Eligibility Staff
U. S. Office of Education

Address: The Role of Specialized Accreditation in Postsecondary Occupational Education
Jerry W. Miller, Associate Director
National Commission on Accrediting

3:15 p.m. - 3:30 p.m. Coffee Break

Panel Presentation: Recent Activities of the Six Regional Accrediting Associations in the Accreditation of Postsecondary Occupational Education

Panel Moderator: Ronald S. Pugsley, Chief
Accreditation Policy Unit
Accreditation and Institutional Eligibility Staff
U. S. Office of Education

Panel Participants:

Robert C. Bartlett, Assistant Executive Secretary
Commission on Institutions of Higher Education
North Central Association of Colleges and Secondary Schools

Bob E. Childers, Executive Secretary
Committee on Occupational Education
Southern Association of Colleges and Schools

Robert Kirkwood, Associate Executive Secretary
Commission on Higher Education
Middle States Association of Colleges and Secondary Schools

Daniel S. Maloney, Chairman
Ad Hoc Committee on Vocational Education
New England Association of Colleges and Secondary Schools

6:00 p.m. - 7:30 p.m. SOCIAL HOUR (AND-A-HALF) Castilian Ballroom

Thursday, June 11, 1970

9:30 a.m. - 11:00 a.m. THIRD GENERAL SESSION

Presiding: Charles F. Ward, Research Associate
Center for Occupational Education
North Carolina State University

Address: Accreditation of Postsecondary Occupational Education in Perspective: Issues and Alternatives
William K. Selden, Former Executive Director
National Commission on Accrediting

Panel Discussion: A Discussion of Local, State, Regional, and National Problems in Accreditation of Postsecondary Occupational Education: Short Presentations Followed by Discussion

Panel Moderator: Kenneth B. Hoyt
Professor of Education and Director of
Specialty Oriented Student Research Program
University of Maryland

Panel Participants:

Jay L. Nelson, President
Utah Technical College at
Salt Lake
Salt Lake City, Utah

Norman Burns, Executive Secretary
Federation of Regional Accrediting
Commissions on Higher Education

Wendell H. Pierce, Executive
Director
Education Commission of the
States

Ben E. Fountain, Jr., President
Lenior County Community College
Kinston, North Carolina

11:00 a.m. - 11:15 a.m. Coffee Break

11:15 a.m. - 12:30 p.m. GROUP DISCUSSIONS

Group	Discussion Chairman	Meeting Room
I	William G. Conroy, Jr. Director, Research Coordinating Unit Massachusetts Department of Education	Castilian West

Group	Discussion Chairman	Meeting Room
II	Virginia Bert, Research Associate Vocational Research and Evaluation Florida State Department of Education	Industry East
III	Kenneth B. Hoyt, Professor of Education and Director of Specialty Oriented Student Research Program University of Maryland	Industry West
IV	Charles V. Mercer, Associate Professor of Sociology and Research Associate, Center for Occupational Education North Carolina State University	Gaucho Room
V	David Bjorkquist, Associate Professor Department of Industrial Education University of Missouri	VIP Room
VI	Charles H. Rogers, Coordinator of Services and Conferences Center for Occupational Education North Carolina State University	The Peachtree Place

12:30 p.m. - 2:00 p.m. Lunch

2:00 p.m. - 3:15 p.m. FOURTH GENERAL SESSION

Presiding: Charles V. Mercer, Associate Professor of Sociology and Research Associate
Center for Occupational Education
North Carolina State University

Address: A Holistic Approach to Evaluating Occupational Education with Implications for Accreditation
John K. Coster, Director and
Robert L. Morgan, Graduate Research Assistant
Center for Occupational Education
North Carolina State University

3:15 p.m. - 3:30 p.m. Coffee Break

3:30 p.m. - 5:00 p.m. GROUP DISCUSSIONS

Group participants will return to the same groups in the same meeting rooms in which morning discussions were conducted.

Friday, June 12, 1970

9:00 a.m. - 12:00 a.m.	FIFTH GENERAL SESSION
Presiding:	Charles H. Rogers, Coordinator Services and Conferences Center for Occupational Education North Carolina State University
Reports:	Discussion Group Chairmen Report on Major Points of Discussion, Conclusions, and Recommendations of Their Respective Groups
10:30 a.m. - 10:45 a.m.	Coffee Break
Floor Discussion:	Conference Participants React to Discussion Group Reports and Make Additional Recommendations for Courses of Action for the Improvement of Accreditation of Postsecondary Occupational Education
Conference Summarization:	The Conference is Summarized from Three Different Viewpoints by Participants Representing the Areas of Accreditation, Operating Systems of Vocational Education, and Researchers in Occupational Education
12:00 Noon	ADJOURN

APPENDIX C

RESOLUTION

The following resolution was adopted by those in attendance at the Conference on the last day. Actually, the resolution was adopted after the Conference was adjourned. The resolution is published as part of the proceedings of the Conference for information to the participants even though it does not constitute part of the Conference program. The publication of the resolution does not constitute endorsement of the resolution by the Center for Occupational Education.

RESOLVED THAT:

1. A committee composed of Charles Ward, Ken Hoyt, George Mehalis, Jack Mullins, Dana Hart and Carl Lamar be created and charged with responsibility for working with the American Vocational Association in introducing and implementing whatever bylaw changes may be required in order for the AVA to create a classification of institutional membership with a goal of formation of a national association of institutions offering programs in occupational education.

2. This committee is asked to inform each regional association that it is the sense of this meeting that:

   a. Institutions of all types offering occupational education should have access to accreditation by recognized agencies, using standards and evaluative criteria that are appropriate to occupational education and that are developed in cooperation with occupational educators, keeping in mind the objectives of such education.

   b. Many types of institutions now find the door to accreditation closed.

   c. Ideally the gaps should be filled by accreditation by regional associations.

   d. Each regional association should immediately constitute commissions for the accreditation of occupational education and set up criteria for accreditation of occupational education, or elaborate existing criteria.

   e. If within a reasonable period of time--ideally one year--the regional associations have not constituted such commissions and taken other positive steps to fill the needs, the AVA should consider alternative methods of accrediting occupational education.

3. This committee is further requested to send copies of the letter it send to the regional associations to the governors of all the states and to all state coordinating or governing boards for schools or colleges.